REPORT RESUMES

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INTERPRETING FOR DEAF PEOPLE, A REPORT OF A WORKSHOP ON
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THIS MANUAL, A RESULT OF THE WORKSHOP ON INTERPRETING FOR THE DEAF WHICH WAS HELD AT THE GOVERNOR BAXTER STATE SCHOOL FOR THE DEAF IN MAINE, JULY, 1965, IS DESIGNED TO (1) DEFINE INTERPRETING PROBLEMS AND PROCEDURES, (2) PROVIDE CURRICULUM GUIDELINES, AND (3) PROVIDE INFORMATION FOR INSTRUCTORS AND STUDENTS IN CLASSES ON INTERPRETING. THE FOLLOWING TOPICS WERE DISCUSSED--(1) "PHYSICAL FACTORS IN INTERPRETING" BY RALPH NEESAM AND ROGER FALBERG, (2) "PLATFORM INTERPRETING" BY ROGER FALBERG, (3) "FINGERSPELLING AS AN INTERPRETIVE MEDIUM," BY EDWARD L. SCOUTEN, (4) "INTERPRETING FOR THE ORALLY ORIENTED DEAF PERSON" BY RICHARD L. THOMPSON, (5) "INTERPRETING IDIOMATIC EXPRESSIONS," BY KENNETH F. HUFF, (6) "INTERPRETING FOR DEAF PERSONS WITH SEVERELY RESTRICTED LANGUAGE SKILLS" BY JESS M. SMITH, (7) "INTERPRETING IN LEGAL SITUATIONS" BY JOSEPH P. YOUNGS, (8) "INTERPRETING IN MEDICAL SITUATIONS" BY LUCILE N. TAYLOR, (9) "INTERPRETING IN RELIGIOUS SITUATIONS" BY ROGER M. FALBERG, (10) "INTERPRETING FOR JOB PLACEMENT" BY EDNA P. ADLER, (11) "INTERPRETING IN COUNSELING AND PSYCHOTHERAPEUTIC SITUATIONS" BY MC CAY VERNON, (12) "PROGRAM FOR TRAINING INTERPRETERS" BY BARBARA E. BABBINI. THE APPENDIXES CONTAIN 12 BOOK REVIEWS, SIX FILM REVIEWS, AND A LIST OF WORKSHOP PARTICIPANTS AND CONSULTANTS. THE REGISTRY OF INTERPRETERS FOR THE DEAF CODE OF ETHICS IS ALSO INCLUDED. THIS DOCUMENT WAS PUBLISHED BY THE SUPERINTENDENT OF DOCUMENTS, U.S. GOVERNMENT PRINTING OFFICE, WASHINGTON, D.C. 20402. (RS)

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INTERPRETING FOR DEAF PEOPLE

A Report of a Workshop on Interpreting

Governor Baxter State School for the Deaf

Portland, Maine, July 7-27, 1965

Stephen P. Quigley, Editor and Chairman

Joseph P. Youngs, Co-Chairman

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FOREWORD

The Vocational Rehabilitation Administration is deeply pleased to have had an important part in encouraging professional status for the art of interpreting for the deaf in the belief that it will help reduce the handicapping aspects of deafness. My own deep concern for persons with this handicap makes presentation of this manual a great personal satisfaction and carries with it my gratitude to the hard-working people who have made it possible. It is a particularly timely document in the light of section 9 of the Vocational Rehabilitation Act Amendments of 1965 which authorizes interpreting as a case service for deaf clients throughout the vocational rehabilitation process.

This manual, the highly commendable effort of a small workshop group, is the extension and capstone of two earlier workshops wherein were developed guidelines for professional interpreting that supplied the framework for this important document. The seed sown at the historic Muncie Workshop in 1964, itself a long hoped for realization of visionary people, began the movement that with the establishment of the Registry of Interpreters for the Deaf and the development of this manual, is advancing the image of interpreting to where it will become what was envisioned and hoped for, a conscientious, disciplined profession, a public service dedicated to the economic, social, and emotional benefit of deaf people.

One perceives the great care and attention to detail that were necessary in putting together the facts and conditions that surround interpreting and that make it a plausible and highly visible whole. Chapter by chapter, the manual guides the reader through aspects of interpreting that concern actual performance and delivery to situational interpreting that bears directly upon the basics of human life and gives promise of reducing sharply the confusion and misunderstanding that have too long been the unnecessary companions of deafness. An important section of the manual is given to a program that outlines training for interpreters so as to insure maintenance and refinement of the high professional standards of performance.

Great credit for this pioneering manual is due to the University of Illinois, the sponsoring institution, to the working committee, and to the Governor Baxter State School for the Deaf on Mackworth Island, Maine, for the excellent working setting.

It is hoped that this manual will capture the interest of many and lay the groundwork for a greater measure of social integration of deaf people than has heretofore been possible.

MARY E. SWITZER, ***Commissioner of Vocational Rehabilitation.***

INTRODUCTION

On June 14–17, 1964 a workshop on interpreting for the deaf was held at Ball State Teachers College with support from the Vocational Rehabilitation Administration. One of the outcomes of that meeting will undoubtedly be considered in future years as an historic event in the advancement of the welfare of deaf people. This was the establishment of the Registry of Interpreters for the Deaf. The organization is described in the introductory section of this manual. It need only be said here that the RID already has made significant advances in improving and expanding interpreting services for deaf people, and it is expected that these advances will be increased rapidly within the *next few years. Under the leadership of the RID the vital* service of interpreting should be extended to all deaf people who need and desire it.

The Vocational Rehabilitation Administration sponsored a second meeting of the RID in January 1965 in Washington, D.C. At that meeting, the participants expressed a need for a manual on interpreting. To meet this need the Institute for Research on Exceptional Children at the University of Illinois, with support from the Vocational Rehabilitation Administration, sponsored a workshop at the Governor Baxter State School for the Deaf in Maine on July 7–27, 1965. This manual is the outcome of that workshop. It is the result of the labors of a number of participants and consultants over a period of 3 weeks. The RID is deeply grateful to the participants and consultants who are listed in appendix D of this manual. We also are grateful to the University of Illinois and the Vocational Rehabilitation Administration for support of the workshop and to Dr. Stephen P. Quigley for conducting the workshop and editing this report. The deliberations of the group were made possible by the warm hospitality extended by the Superintendent of the Governor Baxter State School for the Deaf and his wife, Mr. and Mrs. Joseph P. Youngs.

It should be understood this is not a manual on the language of signs and fingerspelling. The manual assumes skill in these functions on the part of readers. The main concern of the manual is with the spe-

cialized aspects of interpreting which even a person highly skilled in manual communication would need to acquire in order to serve adequately in interpreting situations. It is the hope of the participants at the Maine Workshop that the manual will be at least partially successful in reaching this goal.

KENNETH F. HUFF, *President,*
Registry of Interpreters for the Deaf.

I. INTRODUCTION

INTERPRETING FOR DEAF PERSONS

This manual is designed to help meet several basic needs: (1) to define some interpreting problems and procedures that might be helpful to interpreters for deaf people; (2) to privide guidelines for a curriculum for the training of interpreters; (3) to provide information to help instructors of classes for interpreters; and (4) to provide information for students in classes on interpreting.

A. What Is Interpreting?

It is important that the difference between interpreting and translating be clearly understood. In *translating*, the thoughts and words of the speaker are presented verbatim. In *interpreting*, the interpreter may depart from the exact words of the speaker to paraphrase, define, and explain what the speaker is saying. Interpreting requires adjustment of the presentation to the intellectual level of the audience and their ability to understand English.

The interpreter needs to be aware of the differences in the use of interpreting and translating. When translating, the interpreter is recognizing that the deaf person is a highly literate individual who prefers to have his thoughts and those of hearing persons expressed verbatim. Translating is not commonly used as highly literate deaf people frequently do not need the services of an interpreter unless they are in situations where misunderstanding might arise which could result in financial or personal loss. For deaf people who have been well educated but have difficulty with the common idioms of the English language, it may be necessary to do some explaining in the interpreting process. For many deaf people, it is necessary to paraphrase, define, and explain a speaker's words in terms and concepts which they can understand. This is interpreting. The lower the verbal ability, the greater is the need for simplification of the presentation. An interpreter must know when to interpret and when to translate and he can only know this when he has learned to recognize the type of deaf person or persons with whom he is dealing.

An interpreter should have proficiency in manual communication; however, it is recognized that such proficiency does not automatically qualify an individual as an interpreter. Expert users of the language of signs frequently need additional training to become interpreters. Not only must they be skilled at communicating the oral spoken words of an individual to a deaf person or persons, but they must be able to understand the manual communication usage of the deaf and interpret the ideas into the spoken word for hearing persons (reverse interpreting).

There are many classes in the United States for the teaching of manual communication. Although some instructors in these classes hope to try to prepare their students to become interpreters for deaf people, no formal systematic training programs for interpreters have yet been developed. Expert interpreters need experience as well as specialized training and the experience must come from frequent exposure to deaf people so that manual communication becomes second nature to the interpreter. It is hoped that the procedures discussed in the various sections of this report will contribute to the establishment of professional level programs for the preparation of highly qualified interpreters for deaf people.

B. Need for Interpreting

The need for interpreting is discussed by Roth (1964) who lists the many situations and occasions requiring the services of interpreters for deaf people. Because each of these situations involves detailed responsibilities several sections of this manual are devoted to specific areas of interpreting.

Legal problems in which people become involved require a sensitive and impartial interpreter to assist in courtroom procedures, witness testimony, and general legal transactions involving real estate, bank notes, wills, insurance, compensation, and domestic relations. Employment and job placement counseling require the services of interpreters at times, particularly in the areas of testing and counseling. The need for interpreters in areas involving medical and health problems is emphasized by Roth who discusses such intimate interpreting situations as visits to the physician's office, hospital and emergency cases, psychotherapy, and other aspects of psychiatric treatment. Other interpreting situations include religious affairs such as church services, marriages, funerals, Sunday School classes, and singing of prayers and hymns. Guidelines for the training of interpreters and a proper course of study are pressing needs. Recognizing that many experts in manual communication are not conversant with the specific needs of interpreting for deaf people, special guidelines and suggestions for proper courses of study and curriculum were included in Roth's list of urgent problems. Consideration needs to be given also to physical factors involved in interpreting, particularly in assemblies and group gatherings, conventions, lectures, workshops, and meetings.

C. Registry of Interpreters for the Deaf

At a workshop on interpreting for the deaf conducted at Ball State Teachers College, June 14–17, 1964, in Muncie, Ind., a National Registry of Professional Interpreters and Translators for the Deaf was organized. The purpose of the organization is to promote recruiting and training of more interpreters and to maintain a list of qualified persons. A code of ethics was taken under consideration for development and for presentation at a later date. Membership requirements were established and officers were elected.

A second meeting on interpreting for the deaf was held in Washington, D.C., on January 28–29, 1965. At that time, the name of the organization was changed to Registry of Interpreters for the Deaf and it has become further known as RID. A constitution was discussed and approved. The purposes of the organization were defined as follows:

1. To prepare, maintain, and distribute a registry of accredited interpreters and translators for deaf people.
2. To establish certification standards for qualified interpreters and translators.
3. To recruit qualified interpreters and translators.
4. To work for the advancement and training of qualified interpreters and translators.
5. To prepare literature dealing with methodology and the problems of interpreting and translating.
6. To prepare a guideline of terminology applicable to the various aspects of interpreting and translating.
7. To work within the framework of organizations of the deaf insofar as possible.
8. To adopt and promote a code of ethics.

Other sections of the constitution involved election of officers, fees, and amendments.

Officers who were elected to 4 year terms of office at the Muncie, Ind., meeting are:

President—Kenneth Huff, Superintendent, Wisconsin School for the Deaf, Delavan, Wis.

Vice president—Dr. Elizabeth Benson, Dean of Women, Gallaudet College, Washington, D.C.

Secretary-treasurer—Mrs. Virginia Lewis, Associate in Anesthesiology, Youngstown, Ohio.

Board members at large—Frank B. Sullivan, Grand Secretary-Treasurer, National Fraternal Society of the Deaf, Oak Park, Ill., Mrs. Lillian Beard, Second Baptist Church, Houston, Tex.

A steering committee has been appointed and boards of examiners have been established in various regions in the United States:

Steering Committee:

Louie J. Fant, Jr., *Chairman*, Associate Professor of Education, Gallaudet College, Washington, D.C., 20002.

Dr. Elizabeth Benson, Dean of Women, Gallaudet College, Washington, D.C., 20002.

Mr. Edward C. Carney, Specialist, Distribution, Captioned Films for the Deaf, U.S. Office of Education, Washington, D.C., 20202.

Rev. H. H. Hoemann, Lutheran Missionary to the Deaf, 1103 Lamberton Dr., Silver Springs, Maryland.

***Region I*—(Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont)**

Board Members

Joseph P. Youngs, Superintendent, Chairman, Governor Baxter School for the Deaf, Portland, Maine.

Gordon Clarke, American School for the Deaf, West Hartford, Conn.

***Region II*—(Delaware, New Jersey, New York, and Pennsylvania)**

Board Members

Mrs. Frances Lupo Celano, Chairman, Lexington School for the Deaf, 904 Lexington Avenue, New York, N.Y.

Miss Fannie H. Lang, Publicity Director, Pennsylvania Society for Advancement of the Deaf, 45 Betsy Lane, Ambler, Pa.

***Region III*—(District of Columbia, Kentucky, Maryland, North Carolina, Virginia, West Virginia and Puerto Rico)**

Board Members

Miss Anne Davis, Chairman, Maryland School for the Deaf, Frederick, Md.

Charles B. Grow, Superintendent, Kentucky School for the Deaf, Danville, Ky.

***Region IV*—(Alabama, Florida, Georgia, Mississippi, South Carolina, and Tennessee)**

Board Members

Fred R. Sparks, Jr., Superintendent, Chairman, Georgia School for the Deaf, Cave Spring, Ga.

Miss Marie Horn, 4306 Stein Street, Mobile, Ala.

***Region V*—(Illinois, Indiana, Michigan, Ohio, and Wisconsin)**

Board Members

David O. Watson, Chairman, Route 1, Winneconne, Wis.

Hilbert C. Duning, 1138 Cryer Avenue, Cincinnati, Ohio.

Region VI—(Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota)

Board Members

Melvin H. Brasel, Educational Director, Chairman, Nebraska School for the Deaf, Omaha, Nebr.

William Marra, Kansas School for the Deaf, Olathe, Kans.

Region VII—(Arkansas, Louisiana, New Mexico, Oklahoma, and Texas)

Board Members

Mrs. Lillian Beard, Chairman, 8217 Wier Drive, Houston, Tex.

Edward L. Scouten, Principal, Louisiana State School for the Deaf, Baton Rouge, La.

Region VIII—(Colorado, Idaho, Montana, Utah, and Wyoming)

Board Members

Jack D. Downey, Chairman, 7006 Brookover Drive, Boise, Idaho.

Eula R. Pusey, 128 L Street, Salt Lake City, Utah.

Region IX—(Alaska, Arizona, California, Hawaii, Nevada, Oregon, and Washington, Guam)

Board Members

Mrs. T. R. Babbini, Chairman, 14607 Huston Street, Sherman Oaks, Calif.

Ralph Neesam, California School for the Deaf, Berkeley, Calif.

Information regarding the Registry of Interpreters for the Deaf may be obtained by writing to Mr. Kenneth Huff, Superintendent, Wisconsin School for the Deaf, Delavan, Wis.

After January 1, 1965, and until definite accreditation procedures can be developed and put into effect, any person interested in becoming a member may do so by obtaining sponsorship of two other active or sustaining members of the Registry of Interpreters for the Deaf and by paying a membership fee of $4.

D. Manual on Interpreting

The present manual on interpreting is the direct result of a meeting of members of the board of the Registry of Interpreters for the Deaf sponsored by the Vocational Rehabilitation Administration in Washington, D.C., in January 1965. The manual is the result of the combined efforts of the participants in a workshop sponsored by the Vocational Rehabilitation Administration at the Governor Baxter State School for the Deaf in Maine, July 7-27, 1965. It should be emphasized that the various areas of interpreting as expressed in the section headings are based largely on the experience and knowledge of the participants as interpreters rather than on their particiular knowledge of the specific fields of interpreting such as law and medicine. The

participants at this workshop were selected mostly because of their skill and experience as interpreters. It is quite likely, however, that errors have been made in sections of the manual and there may be some serious omissions. As the readers note errors or have suggestions for improvement of the manual it is suggested that they communicate with the President of the Registry of Interpreters for the Deaf.

E. Terminology

The following list defines some terms peculiar to manual interpreting which are used throughout this booklet.

1. Esoteric manual communication: A secretive gesture language employing only minimal hand movements and maximum use of facial expression that deaf persons sometimes employ when they do not wish their conversation observed by others present who know the language of signs.

2. Interpreting: (Often used to indicate both interpreting and translating as well as the reverse of both.) An explanation of another person's remarks through the language of signs, informal gestures, or pantomime.

3. Manual alphabet: The 26 different single hand positions that represent the 26 letters of the alphabet. Use of these hand positions to form a word or sentence is called fingerspelling.

4. Manual communication: Communication in both language and concept between two or more people through the use of the language of signs.

5. Manual, manual-training: A method of training or educating a deaf person through fingerspelling and the language of signs. Manual classes generally are instituted for those children who have been determined to be nonoral.

6. Oral, oral-training: A method of training or educating a deaf person through speech and speechreading without employing the language of signs or fingerspelling.

7. Receptive, comprehension skills: The ability to understand what is expressed in both fingerspelling and the language of signs.

8. Reverse interpreting: Transmittal of the language of signs into an approximate oral representation in proper English syntax.

9. Reverse translating: Transmittal of the language of signs into an exact oral representation of the manually signed and fingerspelled statement.

10. Rochester method: An oral multisensory procedure for instructing deaf children in which the receptive medium of speechreading is simultaneously supplemented by fingerspelling and auditory amplification. The language of signs is wholly excluded from this procedure of instruction.

11. **Sign language, language of signs:** An ideographic language which uses manual symbols apart from the manual alphabet. This is commonly used to describe the language of the deaf in which both manual signs and fingerspelling are employed.

12. **Simultaneous delivery:** The rendering of a message into the language of signs at the same time the message is being delivered orally, or rendering of a message into an oral interpretation at the same time the message is being delivered in the language of signs (simultaneous reverse delivery).

13. **Simultaneous interpreting or translating:** Simultaneous use of the language of signs and silent oral presentation.

14. **Simultaneous method:** A method of training or educating a deaf person through use of *both* manual and oral methods simultaneously.

15. **Speechreading, lipreading:** The ability to understand the oral language or speech of a person through observation of his lips and facial movements.

16. **Translating:** A verbatim presentation of another's remarks through the language of signs and fingerspelling.

17. **Transmissive, expressive, performance skills:** The ability to express oneself in the language of signs and fingerspelling.

II. REGISTRY OF INTERPRETERS FOR THE DEAF

CODE OF ETHICS

PREAMBLE

Recognizing the unique position of an interpreter in the life of a deaf person, the Registry of Interpreters for the Deaf sets forth the following principles of ethical behavior which will protect both the deaf person and the interpreter in a profession that exists to serve those with a communication handicap.

In the pursuit of this profession in a democratic society it is recognized that through the medium of interpreters, deaf persons can be granted equality with hearing persons in the matter of their right of communication.

It is further recognized that the basic system for self-regulation governing the professional conduct of the interpreter is the same as that governing the ethical conduct of any business or profession with the addition of stronger emphasis on the high ethical characteristics of the interpreter's role in helping an oftentime misunderstood group of people.

The standards of ethical practice set forth below encourage the highest standards of conduct and outline basic principles for the guidance of the interpreter.

CODE OF ETHICS

1. The interpreter shall be a person of high moral character, honest, conscientious, trustworthy, and of emotional maturity. He shall guard confidential information and not betray confidences which have been entrusted to him.

2. The interpreter shall maintain an impartial attitude during the course of his interpreting avoiding interjecting his own views unless he is asked to do so by a party involved.

3. The interpreter shall interpret faithfully and to the best of his ability, always conveying the thought, intent, and spirit of the speaker.

He shall remember the limits of his particular function and not go beyond his responsibility.

4. The interpreter shall recognize his own level of proficiency and use discretion in accepting assignments, seeking for the assistance of other interpreters when necessary.

5. The interpreter shall adopt a conservative manner of dress upholding the dignity of the profession and not drawing undue attention to himself.

6. The interpreter shall use discretion in the matter of accepting compensation for services and be willing to provide services in situations where funds are not available. Arrangements should be made on a professional basis for adequate remuneration in court cases comparable to that provided for interpreters of foreign languages.

7. The interpreter shall never encourage deaf persons to seek legal or other decisions in their favor merely because the interpreter is sympathetic to the handicap of deafness.

8. In the case of legal interpreting, the interpreter shall inform the court when the level of literacy of the deaf person involved is such that literal interpretation is not possible and the interpreter is having to grossly paraphrase and restate both what is said to the deaf person and what he is saying to the court.

9. The interpreter shall attempt to recognize the various types of assistance needed by the deaf and do his best to meet the particular need. Those who do not understand the language of signs may require assistance through written communication. Those who understand manual communication may be assisted by means of translating (rendering the original presentation verbatim), or interpreting (paraphrasing, defining, explaining, or making known the will of the speaker without regard to the original language used).

10. Recognizing his need for professional improvement, the interpreter will join with professional colleagues for the purpose of sharing new knowledge and developments, to seek to understand the implications of deafness and the deaf person's particular needs, broaden his education and knowledge of life, and develop both his expressive and his receptive skills in interpreting and translating.

11. The interpreter shall seek to uphold the dignity and purity of the language of signs. He shall also maintain a readiness to learn and to accept new signs, if these are necessary to understanding.

12. The interpreter shall take the responsibility of educating the public regarding the deaf whenever possible recognizing that many misunderstandings arise because of the general lack of public knowledge in the area of deafness and communication with the deaf.

III. GENERAL ASPECTS OF INTERPRETING

A. Physical Factors in Interpreting

Physical factors constitute all the things in any interpreting situation that the deaf onlooker perceives other than the actual delivery of the signs themselves. All these things may be significant to the interpreting situation because they are auxiliary factors that help or hinder conveyance of meaning, and their consideration is vital to the comfort of the audience.

In dealing with highly personal topics such as dress, personal appearance, grooming, and individual mannerisms, it should be noted that the standards herein recommended are things that the interpreter should take into consideration when he is preparing to interpret in any situation. He must remember that as an interpreter, he is "on display"—the focus of attention of a hearing as well as a deaf audience. His very presence among deaf people in his function as an interpreter implies that one or more hearing persons will also be involved. In one sense, he represents the deaf persons for whom he is interpreting. In another sense, he comes before the deaf as a respected colleague who enables them to participate in certain situations with hearing people. In either role, the interpreter has the responsibility of behaving and dressing in such a way that he does credit to the deaf persons he is representing, to the hearing people to whom the deaf look for assistance, and to the relatively new profession of interpreting.

Out of sheer necessity, deaf people make constant use of their powers of observation. They sometimes mimic eccentric mannerisms and dress when discussing interpreters. They frequently invent "name signs" for interpreters on the basis of noticeable eccentricities. Therefore, the interpreter should be mindful of minor details so that he will be regarded favorably by the deaf community.

CLOTHING

Appropriate clothing and grooming are the personal responsibility of the interpreter. Skin color and clothing should give a contrasting effect. If the skin is light, the clothing should be dark; if the skin is dark, the clothing should not blend. Whatever the color, the moving hands should be easily distinguishable against the background of the clothing. Plain suits and shirts are recommended for men so that the eye will not be distracted by vivid stripes, geometric figures, or flowery patterns. Women have a wider choice; however, clothing of a soft, warm hue which contrasts with skin colors is preferable. Some very active interpreters have an "interpreting uniform" as part of their wardrobe.

PERSONAL APPEARANCE

Personal appearance is another sensitive area. Grooming habits retained for years may be inappropriate for effectiveness in interpreting situations. Men with heavy, bushy mustaches and beards are an example. While there is some controversy over the advisability of moving the lips to form words while using the language of signs, lip movements do assist many deaf persons to understand what is being said. Heavy mustaches and beards obscure lip movements and are not recommended. For similar reasons it might be wise for women interpreters to avoid excessive makeup. While a moderate amount of lipstick can apparently make lipreading easier, makeup should be subdued and appropriate to the situation. Other grooming habits that may detract from effectiveness in interpreting situations are unruly hair, long fingernails, and the like. In short, the interpreter should keep in mind that his appearance may aid, hinder, or detract from effective interpreting.

LIGHTING

Lighting is one of the most important—if not *the* most important—physical factor in interpreting. When a deaf person enters a room, the very first thing he notices is the lighting arrangement. If he cannot see, or if the lighting is inadequate, a visual handicap is added to his already-present auditory disability. Geylman (1964) states that "an artificial light source should be placed . . . in front of and above (the interpreter) . . . the rays should strike under less than 45 degrees." While the light source should not be *behind* the interpreter, it is not always possible to have perfect lighting arrangements. Perhaps the best solution in view of the wide variety of possible situations is experimentation in rooms where interpreting is frequently performed. Strong glare and shadows should be avoided. Other kinds of light that cause annoyance are flickering or moving candlelight, defective, fluorescent tubes, and low hanging, swinging lamps. An interpreter should avoid standing in front of unshaded windows, because the deaf person will then see only a silhouette.

In the architectural planning of gymnasiums and auditoriums in schools and clubs for the deaf, adequate and well-placed lighting should be given particular consideration. Acoustics are secondary; deaf people primarily depend upon vision. If they cannot see, the best interpreting goes for naught. For existing rooms and auditoriums, the local power company can be asked to measure the candlepower at the place the interpreter will customarily stand and to make appropriate recommendations for bringing the lighting to correct standards.

Today, visual aids are being used during lectures, speeches, and semi-formal addresses with increasing frequency in both schools for the deaf and public gatherings that may attract deaf persons. Their use creates difficult situations for interpreters, for they must work with visual language in a darkened room. Sometimes films, slides, and other visual aids are self-explanatory, as with the Captioned Films for the Deaf. Often they are an adjunct to the main purpose, as when they illustrate the speaker's message. When this happens, the deaf miss much of the impact of the talk or cannot follow the sound track if interpreting does not accompany the film or slides.

If an interpreter knows in advance that a visual aid will be used, he should visit the scene beforehand, determine the position of the screen, observe how the audience will be seated, and decide upon the ideal seating arrangement for the deaf group as well as his own position. Proper illumination is needed to provide a soft glow that will enable the deaf audience to see the screen as well as the interpreter. An ideal arrangement is for the interpreter to position himself so that the deaf audience sees his signs in semi-profile. His body is towards the audience, but he is still able to see the screen himself.

VISUAL BACKGROUND

Rules concerning the area behind the interpreter are much the same as those for clothing. Draperies, curtains, wallpaper, or paint should be contrasting and of warm hues. Just as with clothing, plain backgrounds take preference over those that are patterned. There will, always be occasions when the interpreter is exposed without warning to a situation over which he has no control and where the background is extremely distracting. Often, drapes and shades need to be pulled and venetian blinds adjusted. At other times a portable blackboard or a large non-reflecting folding screen of a contrasting, solid color can be found and used as a background. If a room with an unsuitable background is frequently used for interpreting, a permanent or temporary screen should be available. The screen should be placed next to the speaker's stand so that the deaf audience can see both speaker and interpreter without discomfort or excessive head-turning.

BACKGROUND NOISES

Background noises can have a distressing effect upon the interpreter, the speaker, and hearing persons in the audience. The deaf members of the audience may suffer from the indirect consequences of these noises even though they may not be aware of them. If the interpreter is disturbed, he cannot give a good interpretation; if the speaker is disturbed, he will not be as effective; if the hearing audience is disturbed, the whole speech may be halted. When this happens, the interpreter should indicate to the deaf persons in the audience the reason for the delay. If the speaker is a deaf person, the interpreter will want to keep him informed of any background noises which may distract attention, such as airplanes flying overhead or construction work nearby.

Another noise that may disrupt verbal proceedings is microphone feedback. When amplification equipment is improperly arranged or tuned, squealing noises results which make it difficult to comprehend what is being said. Also, when the speaker is deaf, he should be informed if he is too close to or too far from the microphone.

The deaf audience itself is another source of difficulty. Deaf parents may not be aware that their children are playing noisily in the rear of the auditorium, and others may be signing among themselves in such a way that they make noise or are otherwise a distraction to the hearing audience. If the interpreter has any reason to anticipate such problems, he might suggest the use of ushers to control these disturbances.

The interpreter should be aware of the fact that he himself may be a source of auditory distraction. Signs such as *school*, *congratulations*, and *paper*, when made conversationally, create a slapping noise that can startle a speaker or the hearing audience. Films of "masters" of the language of signs of the early 1900's indicate they did not allow their hands to come into noisy contact, but always kept them a few inches apart.

Another source of auditory distraction occurs when an interpreter is narrating a play given by a deaf cast. In an effort to provide "sound effects", someone backstage may suddenly begin beating a loud bass drum or some other equally disturbing noisemaker. This may feel "just right" to the deaf, but it can be earsplitting for the interpreter and for the hearing people in the audience and not at all the sound that is intended in the play. If the interpreter discovers beforehand that such techniques are to be used, he should ask that they be modified or eliminated out of consideration for the normal hearing members of the audience.

SEATING ARRANGEMENTS

In most interpreting situations the interpreter must make the best of existing arrangements. He is often asked to interpret on short notice and must evaluate the situation and adjust to the physical surroundings just before he begins interpreting. However, he might be able to organize things better with an ideal setting in mind such as those suggested below for various situations.

Interviews. When an interpreter is asked to assist in a one-to-one situation, such as a visit to an attorney, physician, or counselor, seating is governed by the furniture arrangement of the room itself. Minor adjustments are usually possible so that the interpreter can be seated within the deaf person's view of the speaker—being careful, meanwhile, that he is not in such close proximity to the deaf person that his signs are uncomfortably close to the latter's face.

Roundtable meetings. Some interpreting situations involve only a small number of persons. These situations may be formal, as in parole-board hearings; semiformal, as in the meetings of a board of directors; or informal, as in small dinner meetings. In all cases—especially when more than one deaf person is in the group—it is best that seating be *circular* so that those who are deaf can easily see each person in the group. The grouping should be as compact as possible, e.g., around either an oval or a boatshaped table. If rectangular tables are used, they can be arranged in a broken circle. The interpreter should be seated so that any deaf person may see both the interpreter and the chairman at the same time.

A word of caution is in order about this type of interpreting situation: A deaf person may be overlooked when a valuable discussion becomes heated. The discussion may be so rapid due to such things as frequent interruptions and two or more people talking simultaneously that the interpreter is unable to keep pace with it. The interpreter should inform the chairman that when deaf persons are present it is customary to require a show of hands for recognition to speak as well as to vote on issues. Even this may not solve the problem because a hearing person vocalizing with his hand raised is more easily recognized by the chairman than a deaf person with his hand raised in silence. The interpreter may need to step out of his neutral role and intercede for the deaf person by saying: "Mr. ___________ has something to say."

Panel discussions. Deaf persons may be invited to appear on a mixed panel before a mixed audience. In this case, the interpreter must sit next to the deaf panelists so as to be between the panel and the audience. Because the interpreter will be doing the most difficult type of interpreting—reverse interpreting—he must be near the deaf panelists. It will be important for him to see every sign, finger spelled word, and idiomatic expression. He should make every effort to give an exact translation, as the type of deaf person found in a situation like this is usually one who is proud of his position and prefers that his opinions be expressed verbatim rather than paraphrased.

Small groups in a large audience. Most of the problems in interpreting for small groups arise when there are large numbers of hearing persons present and the deaf group is small. In such situations, the interpreter should not stand on the platform next to the sepaker because his signs will unnecessarily distract the hearing audience from the speaker. When the deaf audience constitutes a majority the distraction is justifiable, but it is poor public relations when they are distinctly in the minority.

Ideally, in these situations the deaf members of the audience should be in a compact group. To insure this, the interpreter should visit the site, evaluate it, and make special seating arrangements and reservations ahead of time. He will then want to circulate information about these arrangements to interested deaf persons. (A notice could even be posted in the lobby directing them to the reserved area.) Most of them will be happy to have this information and will cooperate, but if there are any who wish to sit elsewhere, they will have to accept the possibility that they will be unable to see the interpreter.

Leaving the platform to be with a small deaf group often creates a feeling of dissociation from the speaker and a concomitant feeling of closeness between the deaf group and the interpreter. Still, this is preferable to creating a distraction that both disturbs the speaker and fascinates the rest of the audience. Some of the feeling of dissociation may be overcome if the interpreter stands so that he is in the line of vision between the deaf group and the speaker so that the speaker can be seen in the background by those watching the interpreter.

One or two deaf persons in a large audience. An interpreter may be asked to interpret for one or two deaf persons in a large gathering. Here, it is even more important that distractions be minimized. Perhaps the best location is farther back and to the side. If the interpreter is right-handed, he should sit at the right of the deaf onlookers and, if the room is not crowded, leave a vacant seat between himself and the deaf person so that his signs are not too close and difficult to read. If the interpreter happens to be left-handed, the reverse of this arrangement is appropriate.

Elevation. Rooms with level floors are poor meeting places for any large group. For deaf groups, dependent wholly on sight for communication, such rooms are even less desirable. While a hearing person can close his eyes and still follow the speech, a deaf person in these circumstances must do a great deal of stretching and twisting to see the interpreter. The ideal auditorium is one having a tiered bank of seats. Lacking this, a platform large enough and sufficiently steady for both speaker and interpreter should be provided. If the room lacks a permanent platform or stage, a portable one should be secured well in advance of the program.

Whenever deaf people congregate for banquets and similar events, low or flat table decorations should be the rule. Large floral baskets or elaborate candelabra on tables will only serve as distractions that will have to be removed, especially if the interpreter does not have access to an elevated platform. Rooms with columns must be avoided, and good lighting is imperative. A lectern can be a hindrance, especially in front of an interpreter who is not very tall. Some of his signs may be hidden, and more often than not he is forced into signing higher in the air than he normally would, thus violating the principle of having a good background.

Deaf people often complain of being blinded by flashbulbs when amateur photographers are allowed to roam a room. They also object to having their view blocked by moving waiters at banquets—a situation that can be controlled on by better timing of the program.

In summary, it is the responsibility of the interpreter to be neat and well-groomed whenever he is interpreting. He should give due consideration to such physical factors as backgrounds, lighting, seating, and elevation in every interpreting situation. The reason for such precautions is to increase his effectiveness and to help the deaf onlooker follow his signs without undue strain. In addition, the interpreter must always be alert for distractions in the immediate environment which may have disturbing or even disastrous effects on the speaker or on those who are watching him.

B. Platform Interpreting

In this section, consideration will be given to interpreting speeches and lectures to deaf people. This type of interpreting usually takes place in large halls and auditoriums with the interpreter standing on the stage or platform with the speaker.

Physical factors. In addition to the physical factors recommended in the previous section of this manual, the following points are emphasized for platform interpreting. Clothing, personal appearance, and grooming become extremely important. Good lighting is vital, but since such interpreting is usually performed in large auditoriums, satisfactory and adjustable stage lighting is generally available. Seating arrangements need not be quite so specialized, since it is assumed that most or all of the audience is deaf.

The interpreter should be standing so that he is closely identified with the speaker. His position should be such that the interpreter is at all times aware of what the speaker is doing, particularly in the case of long pauses and unusual situations. His location should be such that it is possible for him to read the lips of the speaker if the latter's oral presentation proves difficult to understand through hearing alone. The position of the interpreter close to the speaker is also helpful to the deaf audience. By having both persons within one field of vision, simultaneous impressions of meaning and mood can be received.

The interpreter's position may vary for interpreting and reverse interpreting. Most of the time, he will be standing at the speaker's side. For reverse interpreting this can be cumbersome. Oftentimes, the interpreter is forced into going through a series of contortions to get a better view of the speaker's signs. The ideal arrangement when interpreting for a deaf speaker is for the interpreter to sit below the stage in front of and facing the signer and to use a microphone.

Preparation. The value of preparation cannot be overemphasized. The platform interpreter can be of help to those who are planning the event. At the time the request is made for his services, he can offer suggestions on physical arrangements which would facilitate reception of his interpreting by the deaf audience.

If at all possible, and especially if the interpreter is completely unfamiliar with the speaker's subject material, he should obtain an advance copy of the speech. Of course, if he is to interpret a play, a song, or a poem and he is unfamiliar with the selection, an advance copy is an absolute necessity. An experienced interpreter will then take the prepared script, song, or speech and practice until he is satisfied that a flawless interpretation can be made. Many interpreters have been known to rehearse a speech no fewer than 20 times and to attend all rehearsals of a play until they have memorized the presentation. This procedure facilitates accurate and beautiful signs and creates an effective impact on the audience.

Not only should the interpreter be familiar with what is going to be said, but he should also try to become acquainted with the person who is going to say it. He should be introduced to the speaker, and his role should be explained clearly. If necessary, the interpreter should even introduce himself if the hosts have overlooked him. It is helpful for the interpreter to sit at the speaker's table when the talk is preceded by a dinner so that problems that may arise during interpreting can be discussed beforehand. In addition, this makes it unnecessary for the interpreter to wend his way through waiters and busboys to the speaker's table when he is needed.

When the interpreter is to be involved in reverse interpreting, he should be given an advance copy of the speech. Consideration should be given to providing *two* rostrums or lecterns in order that both the deaf speaker and the interpreter can read from their prepared manuscripts. The lecterns should be low enough to permit good visibility of the signs.

Level of interpreting. The interpreter must determine whether the audience is chiefly low-verbal, average, highly literate, or a composite. If he is unable to classify the group, he should assume he is working with a mixed group. Some interpreters in this situation consciously try to adjust their delivery so that it is suitable for the low-verbal deaf persons. It is recommended, however, that the interpreter aim his presentation at the middle—or average—group. By adjusting his delivery accordingly, he will avoid offending the highly literate deaf persons in the audience and make it possible for the low verbal group to improve their own communication skills.

Size of signs. While executing his signs, the interpreter must remember that deaf persons in the rear and at the edges of the audience want to understand him just as much as those in the front row. Perhaps it will help the interpreter if he is aware that there are four important "fulcrums" of the body in making signs: (1) the shoulders; (2) the elbows; (3) the wrists; and (4) the knuckles of the fingers.

The proper fulcrum to be used varies according to the situation. In platform interpreting the major fulcrum is the shoulder. The signs should be large and from the shoulder. If the platform interpreter finds that he is not using his shoulders as a fulcrum, he is not executing his signs understandably. Signs from the elbow will be too small; those using the wrist as the major fulcrum will make a man appear effeminate. What is proper with large audiences is inappropriate for small groups. In small group interpreting, the elbow as the fulcrum will suffice. In platform signing, the use of the wrists and knuckles as fulcrums should be reserved to create certain moods or attitudes.

There is a maxim in platform interpreting that cannot be repeated too often: *fingerspelling must be used as little as possible.* Finding ways to rephrase the speaker's words so that fingerspelling is avoided can tax the interpreter's ingenuity at times, but no one can consider himself an interpreter unless he has developed some skill in this direction.

Natural signing position. The area in front of the signer's body is the natural position and should be most comfortable for signing. If the signs are made at face level, they are difficult to read and may even be invisible since the hands and face are the same color. Of course, there are some signs that must be made in the face area, e.g., *man*, *girl*, but in general it is best to keep the hands and arms at shoulder level when interpreting. There is a tendency on the part of some interpreters to raise their arms to face level (or even higher) because the interpreter himself may be short in stature, he may become overly excited, he may be straining to reach his audience, or he may be signing a prepared paper in back of a high lectern. Every effort should be made to minimize these tendencies, especially if the interpreter is using silent lip movements for the benefit of the orally trained deaf segment of the audience. The impulse to raise the hands is so great that the interpreter must ever be conscious of the need to keep his signs down.

The platform interpreter must realize that he will be on a level higher than the audience. Ordinarily the interpreter's signs should be at shoulder level; however, in platform interpreting the signs should be at shoulder level *as seen by the audience.* If the stage is very high, "shoulder level" for the interpreter may be "face level" to those in the audience thus making reception of the signs difficult.

Fatigue. The direction of the signs should be on a horizontal or vertical plane. Signs that start at shoulder level and gradually drop down to waist level give the effect of a tired, bored feeling on the part of the interpreter. With the sign "hereafter", for example, there is a striking difference when the right hand starts at shoulder level, then flops limply to the waist instead of following a straight line outward from the body.

The posture of the interpreter also tells a story. The interpreter should always stand so that he faces the audience. He should stand erect at all times. Putting the weight on one foot, shifting constantly from one foot to the other, and leaning on the rostrum should be avoided. This does not, however, mean that the interpreter must anchor himself so solidly that his feet appear glued to the floor. To relieve fatigue, he may want to take a natural step to either side from time to time. Yet, going to the other extreme and constantly walking back and forth across the entire stage or constant shifting from side to side is equally undesirable.

In connection with fatigue, there is some feeling that interpreters should be changed every 20 or 30 minutes during a speech. This would mean that a speech lasting 1 hour might be interpreted alternately by two or three persons. While this is one way of avoiding fatigue, it often has undesirable effects. First of all, it is distracting to the speaker and to the audience for interpreters to be changed in the middle of a speech. Second, an audience that has become accustomed to the style of the first interpreter is often somewhat disturbed when this style is abruptly changed. Third, an interpreter who has been working with one speaker for a half-hour is more at ease with him and is following him better than one who relieves him in midstream. Ideally, one interpreter should interpret each speech.

Some speakers, of course, are more fatiguing than others. One complaint interpreters often make is that a speaker speaks so rapidly they cannot possibly keep pace. It is helpful—but not always possible—for the interpreter to stop the proceedings in a tactful manner and explain to the speaker that he is having a difficult time keeping up with the speech. Even then, however, some speakers will slow down for a while, then forget themselves and revert to the previous speed. If the interpreter finds that polite requests are of no avail, he may have to resort to omitting parts of the speech in order to keep pace. The pace of the signs themselves should be neither too fast nor too slow—the ideal tempo is one in which the interpreter feels comfortable.

Facial Expressions. It is assumed that the platform interpreter is one who has been using signs long enough to be able to execute them fluently. There are other qualities, however, that make the difference between mediocre platform interpreters and outstanding ones. One of these is the use of dramatic facial expressions. Some interpreters are so skilled at this they give the illusion of having "talking eyes." In contrast, a poker-faced expression gives the deaf audience the impression that the interpreter is bored. Lively and active—though subtle—facial expression and eye movements can do much to make an interpretation outstanding. The word "subtle" cannot be too strongly emphasized. An interpreter who overdoes facial expression and eye movement and whose face is constantly twisted into unattractive grimaces not only repels his deaf audience, but may well create an unfavorable attitude toward the interpreter and the language of signs among the hearing audience. The proper use of facial expressions and eye movements can come only after long years of practice and observance of other interpreters and of deaf signers.

Another way of using the eyes in interpreting is to keep them focused upon deaf persons in the audience rather than glued to a blank wall in the rear of the auditorium. This technique establishes a rapport between the interpreter and the audience. Also, observance of the deaf audience helps the interpreter to assess their reaction to his efforts. Are their faces bland, inattentive, and lifeless? Are they puzzled and baffled—their frowns indicating that the interpreter is not getting across to them? Or are they relaxed, yet attentive and interested? Observing these reactions helps an interpreter to evaluate and adjust his interpreting.

Ambidextrousness. A cardinal rule for beginning signers is to use one hand when fingerspelling. However, it sometimes helps an interpreter to use alternating hands to indicate a particular point or to clarify a situation. When a speaker is numbering his points, for example, the interpreter might make the "first" sign for the first point, leave the thumb of his left hand in the air while spelling out what is being said, then return to the left hand and indicate the second and third points being made. Also, there are times when it may be appropriate to fingerspell on alternate hands in order to portray more vividly a conversation between two people. In addition, shifting the body from right to left is an effective technique in relating a two-sided conversation. Interpreters are cautioned that care must be exercised in the use of these techniques. Only after much observation of skilled, experienced interpreters and much practice should the attempt be made to use them.

Distractions. An interpreter must be constantly on guard against becoming involved in what is being said. It is natural for an interpreter to begin laughing when he hears a particularly humorous remark or story, but nothing annoys a deaf audience more than to have him stop interpreting and double up with laughter along with other hearing people while they wonder what has happened. Even though he may be laughing, the interpreter should keep on interpreting until the deaf have had a chance to laugh, too.

Making distracting aimless movements is a flaw in many interpreters—even some with years of experience. Hitching up loose shoulder straps, yanking up trousers, pushing glasses up on the nose, and brushing specks of lint from one's clothing are examples of habits that distract onlookers. One interpreter was forever tucking the back of his shirt into his trousers while he was interpreting. One day, he happened to be standing in front of an American flag and inadvertently stuffed most of the flag into his pants with the result that, when he was leaving the stage, the flag stand trailed after him.

There is one other hazard that an interpreter will want to guard against and this is allowing his personal problems to affect his functioning when interpreting. An interpreter who is on the verge of divorce, who has just suffered bereavement of someone very close, or who is emotionally involved in the subject of the speech cannot provide an objective, adequate interpretation. A nervous, preoccupied interpreter imparts his feelings to the audience. He should make every effort to lay aside his personal problems when he mounts the platform and to concentrate entirely upon his interpreting. If he cannot do this because of the severity of his problem, he should ask to be excused from interpreting.

In summary, the platform interpreter should at all times be conscious of the fact that he is the focus of attention of deaf persons, and an object of interest and curiosity to hearing members of the audience, and conduct himself accordingly. His shoulder should be the fulcrum of his sign-making. He may need to intervene in the proceedings in order to insure that he is constantly abreast of the speaker and the situation. Advance preparation is particularly important in platform interpreting, and can do much to insure a successful, enjoyable program for all segments of the audience.

C. Fingerspelling as an Interpretative Medium

The use of fingerspelling or the manual alphabet has long been an integral part of manual communication. It is through this medium that an interpreter is able to render proper names and words for which there are no standardized signs. Likewise, fingerspelling is indispensable for presenting precise English and for expressing shades and nuances of meaning which would be impossible to render in the more limited language of signs.

ASPECTS OF DELIVERY

Fingerspelling, a supplement to speech. **In the area of education of the deaf, fingerspelling has in the last few years received renewed attention as a supplementary adjunct to speechreading. This is particularly significant for interpreters; for it emphasizes the value of speechreading as an additional help for facilitating comprehension on the part of deaf observers. It is to be urged, therefore, that interpreters speak orally and simultaneously, without voice, all of the words which they fingerspell. They should, also, endeavor to reproduce in fingerspelling, a speaker's phrasing as indicated by the degree of emphasis or force which he employs in his delivery. This becomes especially necessary in conveying the subtleties of oral language.**

Oral pronunciation of all fingerspelled words. **It must be urged, however, that an interpreter should refrain from orally spelling out each letter as he fingerspells. He should instead silently shape the words on his lips as he fingerspells them, thereby assisting those deaf persons who are completely or in part dependent upon speechreading or who need it for reinforcement.**

Hand position in fingerspelling. **Oftentimes, the perception of clear and accurate fingerspelling is obscured by an inadvertent blending of flesh tones because of an interpreter's holding his hand on a level with his face, either to the front or to the side. As a result, those deaf observers who rely upon lip movements, find them blocked or obscured. An interpreter should, therefore, endeavor to place his hand close to his chest, just below the shoulder with the elbow positioned comfortably in the area of his hip. Thus, an observer's line and angle of vision is clear to both the hand and the lips.**

Clarity of fingerspelling. **"It is better for a teacher to spell no more rapidly than she can spell distinctly and with expression; what ever is faster than this is a disadvantage rather than a help." (Scouten, 1942.) This same advice which Zenas Freeman Westervelt, founder of the Rochester Method, gave to his teachers may likewise be given to interpreters. Persons adept in the use of fingerspelling frequently become careless in the formation of individual letters. The manual *o* may be permitted to resemble an *e; f* to resemble the figure**

9 and so on. Words should, obviously, be correctly and clearly spelled out. The use of abbreviations should generally adhere to the accepted rules of English composition, or to the contest of the situation.

Speed of delivery. While Westervelt emphasizes the importance of clarity over speed in the use of fingerspelling, certainly clarity with speed may in the circumstances of mature, language-sophisticated deaf observers have some advantages. This factor of speed must be determined by the interpreter as he initially evaluates (1) the speaker and his subject (2) the deaf observers for whom he is interpreting.

Substitution of words and phrases. If an interpreter is required to translate a speaker's remarks directly into English, he may find himself falling behind because of an array of polysyllabic words or because of an involved sentence pattern. In these cases he has two alternatives: (1) he can request that the speaker reduce the tempo of his delivery; (2) he may substitute the polysyllabic words with simpler synonyms or rephrase the sentence, eliminating the superfluous.

Facial expressions. In that the true meaning of a speaker's remarks are frequently conveyed by his vocal inflections and cadences, it becomes essential for the interpreter as he fingerspells, to translate these aural subtleties through facial expressions. In doing this, of course, he should not "out-herod," but seek to maintain his position and dignity as an interpreter. The importance, however, of meaningful facial expression along with subvocal speech cannot be over-emphasized as vital techniques.

Dialogue spelling. A technique which has proven to be of value in relating a precise English dialogue has been the simple matter of an interpreter shifting position to the left to represent one speaker and then to the right to represent the other speaker. Hence, as the dialogue proceeds, the interpreter is able clearly to indicate which character in the story is speaking. This technique enables the observers to determine "who is saying what." If an interpreter is ambidextrous he may very effectively render a dialogue by letting one hand spell the speeches of one speaker and his other hand spell the speeches of the other. This technique, of course, is to be employed only by a skilled interpreter.

Natural fatigue. The most common complaint relative to the use of fingerspelling is that extensive and continued use is fatiguing to the eyes. This is a legitimate complaint of the unpracticed observer, deaf or hearing. Those persons, however, who have used the manual alphabet as a receptive language medium regularly over a period of years seldom complain of such fatigue. Out of courtesy and consideration for even practiced observers, no single fingerspelled speech or deliberation sould last more than 45 minutes. If so, a program break of some kind should be planned.

The inexperienced interpreter in fingerspelling may well become fatigued before his observers. It is advisable, therefore, that a relief interpreter be available in order that the two may relieve each other at prearranged intervals. This change of interpreters lessens the fatigue concern of the observers as well as the interpreter.

SITUATIONS FOR THE USE OF FINGERSPELLING

The situation of when, where, and how to use fingerspelling should rest entirely with the discretion of the interpreter. As has been previously stated, fingerspelling most commonly appears as a medium for conveying proper names and words for which there are no signs. Thus, in a typical interpreting situation before a group of adult deaf observers, the language of signs will be used with an interlacing of fingerspelling.

In circumstances involving low verbal deaf observers, fingerspelling would be employed little if at all. The interpreting would of necessity be almost completely in the language of signs supplemented with speech (the interpreter's lip movements) and with the fingerspelling of only simple and highly familiar words.

On the other hand, if the observers were substantially literate and demanding of a direct English translation of a speaker's remarks, the interpreter would be obligated to rely almost wholly upon fingerspelling supplemented by speechreading as his interpreting medium. This approach is essential at professional meetings or in other situations where preciseness is necessary or where the content is technical or beyond the scope of the language of signs.

In fingerspelling as in other forms of interpreting, the physical factors discussed in another section of this manual, such as clothing, background, distance, and lighting are extremely important.

D. Interpreting for the Orally Oriented Deaf

It is essential for an interpreter to become acquainted prior to interpreting with any orally oriented deaf client who has requested his services. The initial identification of such a client as an "oralist" or a "pure oralist" does not by itself suffice for any degree of understanding of his communication methods and problems. Oral deaf persons as a group are *not* all alike. The professional interpreter's first and primary task is to develop some awareness of different types of orally oriented deaf adults, the manner in which they differ in level of adjustment to their deafness, attitudes to other deaf people, to hearing people, and to various modes of communication.

One might begin with the general assumption that the primary orientation of oral deaf adults as a group is habitual use of speech and lipreading for all communication purposes, whether with normal hearing persons or with each other. They may be distinguished further in two specific respects from manually oriented deaf adults who may or may not have oral communication skills. These two respects have direct reference to their personal philosophy regarding the education of deaf children: (1) If they had their own lives to live over, they would still prefer to attend an oral school for the deaf; and (2) if they should have deaf children, they would prefer to send them to an oral school if they are able to benefit from such an educational program. The common characteristics relating to the chief mode of communication (speech and lipreading) and personal choice of education for the deaf child might be considered the primary attributes of orally oriented deaf adults *as a group.* Beyond these general criteria, there are a number of differences within the group as a whole, differences with which interpreters should be familiar in order to meet adequately the needs of any orally oriented deaf adult requesting special communication services.

Who is the Oral Deaf Client? For our purpose, we might consider oral deaf adults to be of three broad types.

Type 1.—Pure oralists. These adults represent one extreme of a continuum. Their mode of communication is restricted entirely to speech and lipreading. They are likely to reject any form of manual communication, perhaps to the point of excluding common gestures. Their attitude toward the language of signs and finger spelling is likely to be negative, perhaps with determined vehemence. Such open rejection may or may not include avoidance of contact with other deaf persons or, to a more extreme extent, with anything having to do with deafness. The more extreme type of pure oralist may function as if he is having difficulty accepting himself as a deaf person or is trying to hide his disability. Persons falling in the general category of pure oralists may vary to a limited extent in their attitudes towards services offered by a qualified interpreter. Some may view such assistance as an affront to their pride unless the interpreter is able to present himself properly as a helpful, friendly individual, rather than as a representative of the rejected "deaf world." Others may accept him as a disagreeable necessity.

Type 2.—Conservative oralists. These adults predominantly prefer the use of oral communication, but may permit some restricted use of manual communication in special situations or under specific circumstances. They may be more free in the use of gestures, short of conventional signs. They may employ the language of signs or finger spelling in private conversation, for example, but would not use them in public. The use of such manual communication will vary, in a highly restricted sense, from fingerspelling a word now and then during oral conversation to spasmodic use of signs as a supplement to oral communication in selected situations. Conservative oralists may tend to restrict their association with deaf people primarily to those of their own type, who function similarly in communication. In relation to professional interpreters, these deaf adults may tend to manipulate their services so as to maintain their self-identity as "oralists." Any interpreter needs to be aware of their feelings and adapt himself accordingly.

Type 3.—Liberal oralists. These adults are generally more flexible while functioning in different communication situations as well as in their attitudes toward manual modes of communication. They may or may not have acquired in adulthood some knowledge of signs and fingerspelling so that they may communicate with manually oriented deaf persons. It might be assumed that liberal oralists are basically secure within themselves and do not necessarily feel that they are sacrificing or compromising their personal preference for oral communication. These particular oralists still maintain their philosophy that many deaf children with no other serious problems should have the maximum opportunity to learn to speak and lipread in an exclusively oral school program. They may be flexible also in relation to different types of deaf persons, treating them as individuals in the same light as other people, whether deaf or not. They may make flexible use of interpreters' services but still manipulate them on their own terms, not in defense of their self-identity but as their basic right as with any other kind of professional services that may be secured. These liberal oralists are more inclined to use interpreters' services realistically according to their needs and communication limitations, and may utilize the language of signs and fingerspelling when and where it is beneficial.

What is the client's preferred mode(s) of communication? In view of the possible variety of individual differences among oral deaf adults, it behooves the interpreter to determine at the outset of the professional relationship what manner of communication his particular client desires to take place between them. It may be advisable to ask the client directly how he wishes the communication situation to be structured. For the interpreter to begin using the manual method at once, simultaneously with speech or otherwise, might be considered as an embarrassing intrusion or a rude affront, particularly for the pure or conservative oralists.

The interpreter should also exercise caution against any preconceived notions he might hold regarding "oralism" or any possible stereotype of an "oralist" as being in the category of "oral failures" about whom he may have heard. In maintaining to the maximum the ethics of his position as a professional interpreter, he should be expected to determine how his oral deaf client wishes to communicate, whether it be exclusively by oral methods or whether additional modes are desired, ranging from solitary use of gestures short of formal signs, to frequent use of written communication, and finally to manual methods.

How adequate are the client's communication skills? The next procedure for the interpreter might be to assess the degree of proficiency of the client in different methods of communication. In addition, consideration should be given to how realistic the client is about his abilities in different forms of communication, particularly in the case of a pure oralist. The ability of the interpreter to assess the skills and limitations of the client in various methods of communication and to adjust his interpreting accordingly constitute major qualifications for interpreting for oral deaf people. A number of problems and techniques in interpreting for oral deaf persons can be listed in several communication areas.

Speech. In the area of speech, the client's level of intelligibility may range from being intelligible, and therefore not in need of repetition by the interpreter, to being so unintelligible that the interpreter might have difficulty understanding it by hearing alone. The interpreter should have training and experience in understanding the speech of a wide variety of deaf people and should have considerable skill in lipreading. In the interpreting situation, the interpreter may need to apprise the client of the effects of his speech on the listeners. He can provide the client with information on the volume and tone of voice, enunciation of certain words, rate of speaking, and other aspects of his speech about which the client may be unaware.

Lipreading. Some understanding of the client's limitations in lipreading should be obtained as well as any mannerisms or habits the client might display which indicate a lack of comprehension of what is being said. If the interpreter discovers the client has a tendency to bluff when he actually is not comprehending what is said to him orally, a definite agreement should be made whereby the client is to indicate explicitly to the interpreter whenever he does not fully understand. Otherwise, effective communication cannot be attained.

To facilitate the client's functioning in lipreading, the interpreter is expected to "know how to talk to the deaf". Special attention should be given to the mobility of the interpreter's lip movements without undue exaggeration. Appropriate timing and phrasing of spoken words, with particular emphasis on key concepts by pausing before or after such words, will be helpful. Rate of speaking, length of sentences, and ability to paraphrase a sentence or substitute a synonym when the lipreading client shows signs of not understanding are important. Also of importance is the interpreter's ability to make appropriate use of facial expressions while speaking in order to convey emotional content which is ordinarily conveyed by the tone of voice and other aspects of speech.

Writing. If writing is to be one of the client's methods of communication, some evaluation of his receptive and expressive language skills should be obtained and the interpreter's use of language adjusted accordingly. This requirement, of course, applies to any type of deaf person, oral or manual.

Manual communication. The use of manual communication will depend on the client's wishes and on his own specific designation of situations where such communication may be used. For example, the client may permit restricted use of manual communication in private consultation with a lawyer, but not in a courtroom in full view of the spectators. Usually, the client will desire that manual communication be accompanied by speech. It is important to remember that some oralists may have acquired in adulthood limited understanding of formal signs and fingerspelling. Because of this, their use and understanding of manual communication will usually be limited and the interpreter will have to adjust his presentation to the client's level of skill.

In summary, the interpreter for oral deaf people should be aware of the different types or degrees of oralism, he should be trained and experienced in understanding the speech of a wide variety of deaf people, he should be skilled in lipreading, and should be able to adapt his presentation to the methods of communication in which the client is most skilled. It is important that he be able to assess the client's communication skill in speech, lipreading, writing, and the language of signs and finger spelling and adapt his interpreting accordingly. He should always show consideration for the client's wishes and preferences in the use of any particular form of communication. In order to assess the skills and limitations of the oral client in various methods of communication and the client's desires as to type of communication to be used it is important that the interpreter meet with the client at least once, and preferably several times, prior to the interpreting situation.

E. Interpreting Idiomatic Expressions

Good interpretation of idomatic expressions is extremely difficult. Idiomatic expressions are little used by a large percentage of the deaf because idioms usually have not been brought to the deaf child's attention often enough to be impressed on his mind. A major reason for this lack of familiarity with idioms is that deaf children learn language chiefly through formal schooling rather than incidentally through hearing it spoken as hearing children do.

Under a grant, from the Vocational Rehabilitation Administration the American School for the Deaf in West Hartford, Conn., has made a study of idioms and idiomatic expressions of the English language.

It is hoped a book on this subject will soon be published to be used by and for deaf persons.

Since most average adult deaf citizens lack good understanding of idioms the interpreter should translate literally, then paraphrase, define, and explain to give the full meaning of the idiomatic expressions. The interpreting of idiomatic expressions from the English language to the language of signs for deaf people, in such cases, is a matter of concept analysis.

In interpreting idiomatic expressions, the easiest procedure is to fingerspell them exactly. The safest, however, when dealing with the average deaf person is to paraphrase or rephrase into the simplest possible version. Interpreting idioms is almost entirely expressive interpretation, but the novice interpreter will soon discover that the language of signs has complex idiom-like expressions of its own. The interpreter is not always able to give these idioms in reverse interpreting unless the deaf person clearly states them in the English form or the interpreter is thoroughly familiar with these idiomatic expressions of the language of signs himself.

A given word may have several meanings, so it may not be possible to use the same sign for a given word in every sentence where the context of the sentence differs. With the more educated deaf person, an interpreter can usually make himself understood by a literal translation of what the speaker says. However, a large percentage of deaf people do not have an understanding of common English idioms whether they be written, spoken, or given (translated) in perfect English word order via fingerspelling and/or the language of signs. The interpreter must actually interpret or explain or pantomine the concept, not just translate literally.

For example, note the following sentences where the same word is used (in only a few of the many different ways in which it can be used), yet due to its content the meanings are different; thus the signing will have to differ to make the meaning understood. The words in parentheses are examples of possible "substitute signs", although there may be many other substitute signs that are correct to convey literal meanings.

1. That's a *horse of a different color.*
   (different thing)
2. Get off of your *high horse.*
   (don't be stuck up)
3. Santa Claus brought him a *hobby horse.*
   (rocking horse)
4. *I have it straight from the horse's mouth.*
   (I know from an authority)
   (I know because a person who was there told me so)

5. ***Don't look a gift horse in the mouth.***
   (don't criticize something which is given)
   (someone give a gift, can't criticize it)
   (don't criticize something you get for nothing)
   (don't find fault with something that is free)

A word of caution is needed. Educated deaf persons may consider it an affront when the interpreter attempts to paraphrase or explain idiomatic expressions to them. They prefer the verbatim translation, so they may interpret the meaning themselves. The interpreter should be careful to determine the level of his audience and cannot afford to take liberties with literate deaf people for they might resent the implied insult to their intelligence.

The additional use of dramatizing through facial expressions, body movements, and pantomine gestures while explaining idiomatic expressions play an important part in good interpreting of idioms. It is good to have "talking eyes" and "talking faces."

Following are only a few of the thousands of word play and idiomatic expressions used daily in normal conversation. They are samples which will provide an interpreter with some practice and enable him to note the vast differences in multiple meanings which require a variety of meaningful signs in order that the correct intent be established. Obviously, thousands of such examples could be listed and within each example many different usages could be given.

ABOUT

(For underlined words, substitute signs in parentheses)

1. I was *just about* ready to give up.
   (almost)
2. He abruptly *faced about* and marched off.
   (pantomine turning abruptly, using two index hands)
3. He lives *about* a mile from me.
   (about)
4. I lost my earring somewhere *about* here.
   (around)
5. She is finally up and *about* again after that long illness.
   (around)

AROUND

1. The cost was *around* $3.
   (about)
2. She lives somewhere *around* here.
   (area)
3. If you come *around* next week, we might have a job for you.
   (here)
4. He is *coming around to our way of thinking.*
   (starting to agree with our thinking)

5. The girl who fainted is starting to *come around* now.
(wake up)

BEAT

1. She was *beating* the cake batter when I arrived.
(pantomine holding a bowl and beating batter with a spoon)
2. *The cop walked his lonely beat.*
(rephrase to: The cop, lonely, back and forth)
3. He *beat his head against* the wall.
(pantomine: Touch your forehead, then smack your fist against the other palm repeatedly)
4. They *beat back* the charge of the opposing team.
(defend, push back)
5. The world will *beat a path* to your door if——.
(pantomine, with wiggling fingers of "4" hands, people lining up and swarming forward)

CARE

1. He really *cares* for her.
(loves, or finger spell it out)
2. I *don't care* much for that kind of a person.
(Rephrase to: I don't like that kind of a person very much)
3. *Take care* of yourself.
(careful)
4. We left our dog in the *care* of our neighbors.
(supervise or rephrase to: We left our dog home, neighbors will supervise)
5. Don't let me burden you with my *cares.*
(troubles)

CLEAR

1. The man was *cleared* of the charges against him.
(cleaned)
2. The store *cleared* a large profit from that sale.
(earned)
3. The judge ordered the courtroom *cleared.*
(Rephrase to: The judge ordered everyone out of the courtroom)
4. The meaning was made *clear* to us.
(bright, understand) (use both signs)
5. The horse jumped high and *cleared* the hedge.
(over)

CLOSE

1. Please *close* the door, it's drafty in here.
(close)
2. He had a *close call.*
(Pantomime plucking a hair out of your temple with "F" hand. then sign "free")

3. He is too *close* with his money.
(tight) using tight-fist sign, or (cheap), using the slang sign for tight-jawed; open palm twisted against side of chin)

4. That type of bush grows *close* to the ground.
(less, near)

5. These are really *close quarters*.
(Small bringing hands close to shoulders, then repeating small), bringing hand close together from front and back—making a tight box you squeeze yourself in. Then sign room)

DEAD

1. It snowed in the *dead* of the winter.
(middle)

2. He was *dead to the world*.
(finger spell "KO'ed, then sign "sleep hard")

3. We found the street was a *dead-end* street.
(pantomime a car (using "3" hand) coming up against a wall indicated by other hand)

4. They finished the race in a *dead-heat*.
(same time, even)

5. He was *dead* right.
(exactly)

DRAW

1. The horse *drew* the cart through the streets.
(pulled)

2. Flowers *draw* bees to themselves.
(attract)

3. *Draw your own conclusions* about that.
(Think-self) (deaf Idiom)

4. She *drew* $10 from the bank.
(took out)

5. The game ended in a *draw*.
(tie, even)

FALL

1. In the *fall*, birds fly south for the winter.
(Autumn)

2. I *fell* asleep beside the *waterfall*.
(sleep-sound) (water overflowing)

3. *It fell my lot* to announce we *fell short* of the mark.
(rephrase to: "I had to announce that we didn't arrive at our goal")

4. I *fell in* with the idea.
(agreed)

5. It is a good idea to have something to *fall back upon*.
(behind, support)

HOLD

1. She wanted him to *hold her close.*
   (pantomime holding someone close. Almost like the sign for "love.")
2. This document *holds* the answer.
   (have)
3. A good speaker will *hold* your attention.
   (rephrase to: Make you attention, interest)
4. Sarah will *hold him to his word.*
   (rephrase to: make him keep his promise)
5. I *hold no brief for that.*
   (rephrase to: I'm not arguing for support of that)

LIKE

1. I *like* pie, especially cherry pie.
   like sign (opposite of dislike)
2. It looks *like* rain.
   (seems going to)
3. You *look like* your mother.
   (face same)
4. That is a *likely* story.
   (Put an "oh sure" expression on your face then say "That is a true ? story.")
5. He is *like* his father in that.
   (same using "Y" hand sign for same)

MAKES GOOD

1. He *makes good* money.
   (He earns good money.)
2. He *made good* the loss.
   (contributed out of his own pocket)
3. Rock Hudson *made good* as an actor.
   (succeeded)
4. My mother *makes good* pies.
   (cooks good)
5. We *made good time* on the road.
   (made good speed)

PLAY

1. He is *playing a joke* on Lew.
   (funny-spite)
2. A fisherman doesn't allow too much *play* in his line.
   (finger spell "looseness")
3. *He played upon her sympathy.*
   (rephrase to: He tried to make her feel pity for him.)
4. *He played the fool.*
   (rephrase to: He pretended to act foolish, or dumb)

5. A foolish person *plays into the hands of* a shrewd person.
(rephrase to: A foolish person is easily taken advantage of by a shrewd one. "Takes advantage of" is a deaf idiomatic sign.)

PUT ON, TAKE OFF

1. He isn't really hurt, he's just *putting on*.
(pretending)
2. He did a *take-off* on the President.
(copied—do this with impish, waggish expression.)
3. The car *took off* like it was jet-propelled.
(Using "3" hand, pantomime car shooting off fast.)
4. He was *taken off* the list.
(deleted)
5. Leona was *taken off* to be spanked.
(pantomime grabbing a child by the collar and marching her off.)

QUIT

1. He *quit* his job.
(quit)
2. Will you please *quit* that!
(stop)
3. The Germans *quit* the town in a hurry when the Russians advanced upon it.
(departed)
4. We are *well quit* of them.
(finished with, good thing.)
5. Don't *quit* now, the end is in sight.
(give up)

RISE

1. *Rise* up from your bed and walk!
(get up)
2. The South *rose* against the nation.
(rephrase to: The people in the South, angry, cooperated, opposed, the nation.)
3. Lew always manages to get a *rise* out of Leona.
(Deaf idiom, too. Rephrase to: Lew always succeeds in teasing Leona and making her 'blow her top'. Say this with laughing expression.)
4. The class average *rose* steadily.
(pantomime, with open-hand palm down, fingertips forward, an airplane rising.)
5. He stood on top of the *rise*.
(hill)

RUN

1. I wonder who will *run* for President in the next election.
(volunteer-compete)

2. He was *run in for drunk driving.*
(rephrase to 'Policeman caught, put, jail for drunk driving.)
3. She *ran* an ad in the paper, hoping to sell her car.
(filed)
4. Boy, have I ever had a *run* of bad luck!
(rephrase to: Since lately, everything happens, happens, happens, bad.) (Deaf idiom)
5. Don't *run down* your friends.
(criticise)

SET

1. The Jello was left to *set.*
(freeze)
2. The doctor *set* his broken arm.
(finger spell) or (fixed—signed like 'make')
3. She belongs to the teen-age *set.*
(group)
4. The actor was late coming on the *set.*
(finger spell)
5. They *set* the poem to music.
(sign literally, finger spelling "set" or rephrase to: They wrote music becoming to the poem)

STAND

1. She is *standing* on her rights.
(defending) or (stubborn stand)
2. He would *stand out* in any group.
(appear) but bring index finger higher than in appear. Or be noticed)
3. Can you *stand up to* all this pressure?
(stubborn, patience, resist) or (resist)
4. Will you *stand up* for me?
(behind support)
5. *Stand your ground!*
(Stubborn resist, you know you're right.) Or sign literally.

TAKE

1. I *take* the Times in the morning and the Herald in the evening.
("prune picking" sign. With hand closed, palm to ceiling, pick a prune with thumb and crooked index finger. This sign is used to indicate 'subscribe')
2. He *took* the bawling-out quietly
(accepted)
3. He was quite *taken* with her charms.
(attracted by)
4. Why did you *take* this course in Manual Communication?
(take up)

5. I would like to go, but it would *take up* too much of my time.
    (take up or eat up—the slang sign)

THROWN OUT WORK OUT

1. Many men were *thrown out* of work during the depression.
    (laidoff), signed several times
2. Football players *work out* daily.
    (practice)
3. The new system didn't *work out* at all.
    (succeed or "machine" sign for work out)
4. If everything *works out*, we will leave tomorrow.
    (machine)
5. That problem was a tough one to *work out*.
    (figure out—This is signed like multiply)

UP, UP TO

1. *It is up to you to decide.*
    (Think—self or You, yourself, decide)
2. *He is up to something.*
    (rephrase to: I suspect he's doing something)
3. The house has been *shut up* all winter while they were away.
    (closed)
4. I've been *shut up* in this house all day!
    (jailed)
5. *Up to now*, I haven't heard from him.
    (since)

F. Interpreting for Deaf Persons With Severely Restricted Language Skills

Deaf persons whose language skills are severely restricted are referred to as being the *low-verbal* or the *nonverbal* deaf. Inasmuch as there are relatively few deaf persons who have absolutely *no* verbal ability, the term *low verbal* will be used in this section to imply that mastery of the English language is either markedly deficient or totally absent on a functional level in ordinary conversation. These low-verbal deaf persons cannot understand or make themselves understood without the services of an interpreter in dealing with hearing people who are not fluent in the language of signs.

Language disability is a common handicap of the low-verbal deaf person regardless of the type of school background, one in which manual communication was present or one orally oriented where signs of any kind were looked on with disfavor. The orally oriented deaf person of low-verbal ability depends upon a few spoken words accompanied by gestures and pantomime—acting out. The low-verbal deaf who understand to some extent the language of signs and finger spelling have the advantage of this method of communication and are somewhat easier for an interpreter to serve.

This chapter is concerned mainly with the problems in interpreting which involve manual communication. Most techniques, however, can be adapted to the orally oriented deaf whose only avenue of communication is whatever speech and lipreading skills they have.

Conceptual level. With low-verbal deaf persons, emphasis is upon concrete meanings. Thinking is in terms of the experiences which a deaf person has had in the past. If he cannot relate such experiences to what is being said, communication is nonexistent. Signs, gestures, and pantomimic reconstructions—word pictures which have meanings—are used for concepts. Signs and other means of expression which the low-verbal deaf use are not readily convertible into English because the ideas are represented by mental images—word pictures. An episode may consist of a series of mental images in a definite sequence, similar to the frames of a motion picture film. A given expression—a mental image—depends upon the context and the situation at hand. The manner of presentation, facial expression, and emphasis are vital factors in the significance of signs for low-verbal deaf persons. They develop the habit of looking for subtle expressions shading as clues to meanings.

Determining verbal level. Assessment of a deaf person's verbal level is possible if an interpreter observes the relative degree to which the deaf person utilizes and comprehends various means of expression. At one end of the spectrum are those deaf persons who have difficulty understanding even the most simple and the most gross of signs and gestures. In this group are those who have never assimilated formal schooling, those who have had no exposure to manual communication, and those who are unable to make use of the oral skills to which they have been exposed. At the other extreme are those deaf persons with high levels of academic achievement, with correspondingly high attainments on the intellectual and cultural scales. The latter depend less on signs and more on fingerspelling. Those with poorer communication skills use more signs and less spelling and place a greater dependence upon gestures and pantomime. Mental retardation and emotional disturbances may also be inhibiting factors in the communication skills of low-verbal deaf persons.

Classification of gestures. The language of signs can be divided into *natural* gestures and *substitute* gestures. Natural gestures are expressions of visual picturesque thinking—made by imitating the appearance and the action of persons, animals, and things. Substitute gestures are expression of abstract verbal thinking—shortening of the expression or arbitrary formation of signs. This classification of gestures is illustrated by reference to two signs used to indicate "walking". The natural gesture involves moving the downturned and parallel palms of the hands "step by step" from the chest outward and then pointing downward to the feet; the substitute gesture consists of the index and middle fingers of the right hand "walking" outward on the upturned palm of the left hand. Some substitute signs are arbitrary gestures which may have no direct reference to the concept, e.g., "can't" is expressed by striking the right index finger across the tip of the left index finger.

Natural gestures are preferred by the low-verbal deaf. Very often a whole phrase, clause, or sentence is expressed by a single movement of the hand and the head. Some substitute gestures, through repeated use, become a part of their "vocabulary." Many words which would be completely incomprehensible to a low-verbal deaf person can sometimes be communicated by the use of a simple or rudimentary signs, by paraphrasing or by rephrasing by a skilled interpreter. For example, the term "banquet" is likely to be foreign to the vocabulary of most low-verbal deaf persons, but the concept can usually be understood if paraphrased into "fine food, many people eating together." Many ideas can be conveyed through the use of signs accompanied by appropriate gestures, but some words and phrases having no signs of their own require roundabout and sometimes lengthy presentation. "Gentlemen" can be expressed either by the sign for "man" accompanied by a gesture indicating refinement or by a literal interpretation as "polite man."

NUANCES IN INTERPRETING FOR LOW-VERBAL DEAF PERSONS

In interpreting for low-verbal deaf persons, the interpreter paraphrases, rephrases, defines, simplifies, and attempts to give the literal sense or conceptual essence of idiomatic expressions. He uses acting skills, facial expressions, and body movements in order to get this message across. The use of analogy, parallelism, and examples are helpful in this type of interpreting. A thought should be reduced to the simplest possible English expression—using words only in their commonest meaning. Idiomatic usage and plays upon words should be avoided. In reverse interpreting, the interpreter must lower his own verbal level in order to grasp the message given him by a low-verbal deaf person before converting it into understandable English, with due regard to grammar and syntax.

In most interpreting situations the interpreter has little time to check on the low-verbal deaf person's understanding. It is practically impossible to interpret for a deaf person of severely restricted language ability at a conversational rate of speed if accuracy is the prime consideration. The supreme test in interpreting indeed comes in reverse interpreting for low-verbal deaf persons where the message must be delivered without undue hesitation.

INTERPRETING EXTRANEOUS INFORMATION

Being ideographic, the language of signs lends itself to both extravagance and economy in the presentation of main ideas and supporting details. A low-verbal deaf person may be the talkative and repetitive type and supply an overabundance of information which must be sifted for what is pertinent to the situation. It may also be necessary for his interpreter to shut him off and ask him to keep to the point.

On the other hand, a low-verbal deaf person may offer a minimum of facts with the expectation that the interpreter will do the "filling in." A single sign may be used to convey a central idea, much in the manner of a child's "water" being intended to convey "I want a drink of water." The ability of the interpreter to do this "filling in" is facilitated when he has prior acquaintance with the deaf person—or when there has been a presituation session to obtain background information and to establish rapport. The low-verbal deaf person's "You know, you know" contains an implied request that the interpreter expand the bare facts with other information. This should be done only if the interpreter is sure of his information or makes sure of it by furnishing the information simultaneously—that is, if he signs while speaking—and asking frequently of the deaf client, "Is that what you mean?"

Interpreting in Special Areas. The gravest responsibilities an interpreter may be called upon to assume come in serving the low-verbal deaf in special areas: (1) court proceedings where a deaf person's life, liberty, property or pursuit of normal living may be in jeopardy; (2) physical or mental health where accurate communication is vital to satisfactory treatment and therapy; and (3) employment and placement where one's livelihood is at stake.

The general public, the courts, and other agencies are not likely to be aware of the problems and implications in interpreting for low-verbal deaf persons. There is not much in the exchange, as perceived by the lay public, that reveals the constant paraphrasing, rephrasing, definition, and simplification—not to mention the absence of grammatical refinement and syntax. In addition, facial expressions and other nuances are more likely to be misunderstood by hearing persons present than they are likely to facilitate communication. In certain situations, e.g., court and quasi-legal proceedings, it is advisable—and sometimes mandatory—for an interpreter to explain at length to the judge and opposing lawyers the "liberties" being taken in the interpretation. Simple illustrations will help. For example, the interpreter could point out that the question "Is this true?" is reduced to "True?" accompanied by a look of inquiry. Likewise, in reverse interpreting the low-verbal person's "Fault his, me stop, he absentminded drive ahead red light crash me" is rendered as "It was his fault because he failed to notice the red light and crashed into my car." An interpreter for a low-verbal deaf person should be his protector as well; in a case where the interpreter lacks competence, he can be the Achilles heel and cause a miscarriage of justice. A deaf person who pleads "guilty" through misunderstanding may be faced with imprisonment without an opportunity to have his day in court or if innocent, may be adjudged guilty. Misunderstanding of a deaf person's responses can lead questions about his sanity and subsequently lead to his unjust commitment to a mental institution. Inadequate interpreting can be responsible for a deaf person's inability to obtain employment and subsequent financial distress.

USE OF INTERMEDIARY INTERPRETERS

In some interpreting situations involving low-verbal deaf persons, knowledgeable deaf individual with above average verbal ability can be used as an intermediary between the client and the interpreter. This intermediary, because of his intimate acquaintance with low-verbal deaf persons and because of the rapport due to the common bond of deafness, can usually achieve comprehension when even the best qualified hearing interpreter is at a loss. Likewise, in the case of the uneducated deaf adults who have had little contact with the deaf community but who respond well to natural gestures, a hearing acquaintance may sometimes prove the best person to serve as the intermediary.

MISLEADING GESTURES

An interpreter, the court, or whoever is involved in dealing with low-verbal deaf persons, should be aware that nodding or shaking the head and many other gestures on the part of the deaf person are often involuntary—and do not necessarily indicate understanding or constitute answers. A qualified interpreter will have learned to disregard such gestures but should make it a rule to caution others who are involved in the case about them. Likewise, when there is any uncertainty in the interpreter's mind about a low-verbal deaf person's comprehension of the proceedings and the interpreting, the interpreter should be frank with all persons involved in the interpreting situation. He can suggest an intermediary interpreter more familiar with the low-verbal deaf and their methods of communication be engaged.

TECHNIQUES

Ideally, an interpreter should have undergone classroom training under a skilled interpreter-instructor. Then, in order to become proficient in working with low-verbal deaf persons, he should strive for mastery of the following directive techniques:

1. Practice with low-verbal deaf persons and observe them in a variety of informal, non-interpreting situations. This practice should cover a wide range of conversational subjects and include all kinds of participants. If an interpeter can understand conversation between two low-verbal deaf persons, he is well on his way to becoming a highly qualified interpreter.

2. Evaluate one's efforts by asking for criticism and suggestions from other qualified interpreters—or better still from able deaf persons.

3. Develop lipreading skills for work with low-verbal deaf persons who are orally oriented. Such skills will enable the interpreter to understand better the deaf persons involved whose speech may be mediocre or unintelligible and at the same time make himself better understood.

4. Use of training films now available or which are soon expected to become available, especially for practice in reverse interpreting, i.e., rendering into acceptable oral language the signs or other means of communication employed by actual or simulated low-verbal deaf persons.

5. Study regional variations in the language of signs, the use of slang, and other local peculiarities.

6. Practice facial expressions to show inflections of a speaker. The face is the focal point of an interpreter's efforts.

7. Watch carefully the understanding of low-verbal deaf persons when personal pronouns, e.g., *I* and *he*, are used. Such pronouns can refer to either the person speaking or to the interpreter himself. Pointing to the speaker can be helpful when he is referring to himself as *I*. Shifts in antecedents should be avoided during the course of an interpretation.

8. Use an introductory or "warm up" session prior to an actual interpreting situation so that the interpreter may determine the language level and communication skills needed, as well as to establish rapport with the deaf person involved. If he has low-verbal ability, he may be extremely wary of hearing persons and his confidence must be won.

9. Determine the approximate level of manual communication to be used in platform interpreting situations. The low-verbal deaf persons in the audience should not be ignored; the more literate deaf should not be penalized by oversimplification and omissions on the part of the interpreter. The safest technique is to aim for understanding by the middle segment and to be alert for audience rapport.

10. Review the terminology of specific fields, e.g., legal or medical preparatory to an interpreting assignment within such an area.

11. Build up a library or mental storehouse of snynonyms and practice with them so that the simplest and most appropriate words can be used almost automatically in reverse interpreting. If a low-verbal deaf person uses a sign which has several synonyms, a competent inter-

preter should use the simplest synonym. *Procrastinate*, *postpone*, *delay*, and *put off* have the same sign, but *put off* is preferable to *procrastinate*.

TERMINOLOGY

In interpreting for low-verbal deaf persons, an interpreter should refer to the terminologies listed in the chapters in specific areas. Any effort to compile general terminology containing words or phrases difficult to interpret for low-verbal deaf persons would involve the risk of omission of important terms while including terms already familiar to most interpreters. More important than memorizing terminology is development of the techniques involved in interpreting words which have no signs of their own. Quite often it is necessary for an interpreter to use several signs to interpret a simple word. Success depends on experience and ingenuity. Here are some examples, which are given merely to illustrate the point:

1. deed—"valuable paper, people sign, copied courthouse, prove own house, land"
2. income tax—"money charge pay government depend how much you earn"
3. interpret—"change talk to sign and change sign to talk"
4. religion—"what church belong"
5. shingle—"thin wood, overlay edges, house roof or side"

SUMMARY

The language of signs is a system of presenting thoughts by means of action pictures rather than through an orderly arrangement of single signs which are equivalent to the sentence structure of the English language. Low-verbal deaf persons not only use a telegraphic style, omitting all unnecessary words, but have little regard for word order. In expressive interpreting, the prime consideration is to make the meaning clear, using properly executed signs in such combinations as will achieve comprehension. In reverse interpreting, an interpreter should first concentrate on the thought pattern and then express it in the simplest possible English.

Trust or distrust of the interpreter by the deaf person will affect usefulness regardless of his fluency in manual communication and his understanding of deafness and deaf people, so it behooves the interpreter to—relate each situation to the individual, gaining his confidence and respecting him as a person and being mindful of his dignity regardless of his restricted language skills. Only then will an interpreter be able to interpret efficiently for the low-verbal deaf person.

IV. SPECIFIC AREAS OF INTERPRETING

A. Interpreting in Legal Situations

Deaf people to a large extent are looked upon by the public as being handicapped persons. To the contrary, however, American deaf people generally look upon themselves not in the negative terms of their auditory limitations, but in the positive terms of their rights and privileges for social fulfillment as a minority group. Obviously as citizens of a social minority, their vigilance in matters relative to their personal and public interests must be maintained.

As is true with many minority groups, linguistic differences tend to pose obstacles for deaf people in the natural course of assimilation with the majority; hence arises the need for interpreters in the language of signs and/or finger spelling in many situations. Of particular importance are those situations which involve the law and courts of law and quasi-legal procedures.

The observations in this chapter pertaining to the legal aspects of interpreting for the deaf are those of laymen and are presented merely to stimulate and encourage further thinking in this area. One invaluable professional source relative to the legal aspects of interpreting for the deaf may be found in the forthcoming book, *The Law and the Deaf*, by Mr. Lowell J. Myers, a Chicago attorney.

Rights of the Deaf

Deaf citizens, like the hearing, may or may not know their constitutional rights as set forth by the law. It is, therefore, advisable to advise each deaf person who becomes legally involved of his rights under the sixth amendment of the Constitution of the United States.

> "In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory

process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense."

It must be understood that in criminal cases the court is obligated by specific statutes to provide a qualified interpreter in the language of signs for the purpose of conveying not only the testimony of a deaf witness or defendant, but in a like manner to transmit the proceedings of the court to the deaf person involved. This requirement was clearly depicted in a news item published more than 50 years ago in *American Annals of the Deaf*, Volume 54, 1909, page 289.

> "The Cedar Falls, Iowa, Daily Record of April 8, 1909, says that Rev. J. J. Middleton of that city has been endeavoring to have a law passed by the Iowa legislature providing that when deaf-mutes are arraigned in court an interpreter shall be supplied. A bill to that effect was introduced and the Speaker of the House referred the question to the Attorney-General. His deputy in reply expresses the opinion that the case is fully covered by the present law, which provides for an interpreter for persons unable to speak or understand the English language. He also says that deaf-mutes have a right to demand the transcribing of all the evidence against them and if they are not able to meet the expense it must be paid by the county where the trial is held."

In civil cases, however, it is incumbent upon deaf persons legally involved to secure their own interpreters and likewise to arrange for their reimbursement.

In a case involving the interests of two deaf persons, one against the other, it is recommended that each have his own interpreter. For one interpreter to serve both principals in a court case is to place him in an unfair, awkward, and complicated situation.

In instances of court action involving possible commitment of a deaf person to a mental hospital, an interpreter should be provided and paid for by the State. This service is of particular importance. The possible success of the course of treatment to be given a deaf patient might be determined to a large extent by his cooperativeness. This, of course, would be contingent upon his understanding which could be made possible only through the services of an interpreter.

RESPONSIBILITY TO THE DEAF

It is the interpreter's responsibility to make certain that the deaf client is always aware of the activities and proceedings of the court. One way to be assured of this is for the interpreter to request a verbatim transcript of the court proceedings and to see that it is made available for his deaf client's perusal and study. The interpreter must at all times seek to preserve and protect the personal rights and dignity of his deaf client.

PROTECTION FOR THE DEAF

The Registry of Interpreters for the Deaf plans to publish and distribute a list of certified interpreters to courts. Thus courts entertaining cases involving deaf persons as principals will be able to provide such persons a ready means for communication. A model State law requiring interpreters for the deaf in all legal cases involving deaf persons has been drawn up. Copies of this model law have been sent by the Registry of Interpreters for the Deaf to the various State associations of the deaf urging them to encourage legislative action toward the end of adopting the model law or instituting some adaptation.

INTERPRETING PROBLEMS AND POSSIBLE TECHNIQUES FOR THEIR SOLUTION

When the ability of the interpreter is challenged. In some court proceedings it is not unlikely that the ability of the interpreter to perform his task effectively and accurately may be challenged by the opposing lawyer or by the court itself. Instances of this type are common and there have been times when the interpreter has been placed in the awkward position of having to ennumerate his qualifications and to defend his abilities.

As the Registry of Interpreters for the Deaf becomes more widely known and the techniques for evaluating qualified interpreters become more refined and better established, interpreters may find that listing in the directory and/or the presentation of the membership card will be all that is required to satisfy the court. A supplementary statement from the intrepreter to the effect that his qualifications have been passed upon by his peers (i.e., other qualified professional interpreters) may reinforce his position with the court.

There may be times when the interpreter's skill may be challenged in spite of the presentation of evidence of ability. For example, another qualified interpreter may be present in the court and may express disagreement with the court interpreter's techniques or his responses. This situation is quite unlikely to occur but it is not inconceivable. In such instances the interpreter may choose to "stick to his guns," or may request a conference with the person who challenged him in order to determine whether or not such charges are valid.

It is quite likely that there may be instances when the interpreter himself may decide that he is having difficulty doing a satisfactory job. In such cases he may request the help of an additional interpreter or help from a deaf person. This is particularly likely in situations involving low-verbal deaf people. Sometimes the interpreter has difficulty getting the thoughts of the court across to the deaf witness or he may have difficulty in understanding the responses of the deaf witness. A second interpreter, particularly a deaf person, may be able to improve the responses of the low-verbal deaf principal so as to make them meaningful and accurate replies. Likewise, he may assist the interpreter in simplifying the dialogue of the court so that the low-verbal deaf person may understand what is going on, what is being asked of him, and give truthful responses. Should this arrangement appear to work out satisfactorily, the interpreter may wish to retain the assistance of the deaf person or the second interpreter for the duration of the proceedings of the court.

Sometimes, the opposing lawyer may endeavor to disturb the interpreter in hopes of unsettling the deaf principal and thereby shattering composure to the point where the lawyer may think he will get at the truth more effectively. An interpreter may find that the lawyers will question the accuracy of the interpretation being done and the lawyer may do this repeatedly, announcing his displeasure with the interpretation to the court in general, to the presiding judge or to the interpreter. In such cases the interpreter should recognize that this is a technique of the lawyer in his quest for the truth and should make every effort to control and to maintain his professional composure. If the lawyer's harassment becomes intolerable, the interpreter may appeal to the court. He may bring in the names of additional references of people who are known to the court locally and who can verify the interpreter's qualifications to perform the task given him in court. Or he may request that he be excused from the case and that the court engage another interpreter.

When there is confusion because the court is unfamiliar with deaf people. Because the nature of the responses of the deaf participants in the court proceedings may cause confusion to the legal members of the court, or the techniques used by the interpreter may baffle the court, it is possible for the entire proceedings of the case under trial to disintegrate into a mistrial or into some equally unsatisfactory situation. Therefore, it is important that the interpreter be astute enough to assess the situation and be prepared to assist all involved in becoming better versed in the nature and problems of deafness in general and the special problems involving the deaf client. He may employ any or all of the following procedures.

1. Pretrial orientation. The interpreter usually finds himself involved in a preliminary session with the deaf client and his lawyer. This is an excellent time to have a short pretrial orientation discussion with the lawyer to acquaint him with the necessary facts in regard to communication and language problems of the deaf witness or witnesses. There may be instances in which the interpreter is meeting the deaf participants for the first time. He can use the pretrial orientation session to get to know these deaf people and to establish a level of communication that will be beneficial to all concerned. He should be certain to inform the lawyer on whatever he feels is significant in setting the stage for the actual court interpretation. An orien-

tation session is always fruitful and should be employed by the interpreter in other legal or quasi-legal situations whenever possible.

An illustration as to how such an orientation session can serve the cause of justice for the deaf persons involved in legal proceedings is the following anecdote involving a deaf person who was being committed to a deaf hospital. The interpreter was summoned to assist the psychiatrist in his evaluation of the patient (who had already been admitted to the hospital). The interpreter was permitted to talk with the patient while waiting for the psychiatrists. In the course of the conversation he learned that the patient, an elderly woman, had never been to school and had verbal language comprehension level so low as to be almost nonexistent. However, through the help of a minister she had met other deaf people in her community and had learned to communicate in simple language of signs during her late teens. She subsequently married, had children and was now a widowed grandmother living with her married daughter. She was suffering from diabetes and her daughter was required to administer a daily injection of insulin. Once in a while she suffered from insulin shock.

When the interpreter met the psychiatrists he explained what he had learned from the deaf lady. They immediately contacted the daughter and released the deaf patient to her daughter's custody. The worried daughter explained that two nights ago the deaf lady had disappeared from home and no one could locate her despite efforts of the police. That same evening, it turned out, the lady was found wandering the city streets in a state of shock and had been turned over to the mental hospital where she had been kept for 2 days. Because the lady was illiterate they could not learn her name and address and assumed she was a suitable candidate for admission to the mental hospital. In this instance, the simple orientation session saved the deaf patient from a long and unnecessary psychiatric examination and possible confinement. Such orientation periods with deaf clients may prevent serious difficulties during the trial. They certainly help to establish rapport between the interpreter and the deaf person.

2. Orientation with the lawyer. It is important for the interpreter to engage in an orientation session with the lawyer, or lawyers, in order to be briefed on the facts of the case. During the orientation session, the interpreter should get instructions from the lawyer as to what to say and what not to say. He should also receive instructions as to the limits of his interpreting duties and become acquainted with the general vocabulary that is likely to be used during the trial or proceedings. The interpreter should explain deafness to the lawyer and also orient him to the type of deaf person or persons involved in the case, e.g., degree of verbal sophistication and level of intelligence. This should be done in private and never in the presence of the deaf person.

The interpreter should discuss with the lawyer the fees which the interpreter will be paid and who will be responsible for the fees. This is also the time when the interpreter should have explained to him by the lawyer the various essentials of the case, such as time, waiting periods, matters of inconvenience, travel expenses, lodging, and meals.

3. Orientation with the judge. Sometimes the interpreter may be summoned to the judge's chambers for a pretrial conference. This is most helpful. If this should not be done by the judge, the interpreter, if he feels the need, may request time for a conference with the judge to discuss some important issues such as the following: (*a*) The interpreter may wish to explain privately to the judge the nature and problems of deafness, particularly as it pertains to degree of hearing, language concept, speech abilities, and the use of manual communication. If the interpreter knows the deaf client, he may wish to explain to the judge the verbal comprehension level of the deaf person. (*b*) The possibilities of resolving the case in the judge's chambers should be discussed. This is of special importance in cases involving juveniles or in cases which may be rather sensitive, e.g., rape or other sex cases. (*c*) The interpreter and the judge may agree on some rather general "ground rules" in regard to certain signs which may be difficult or unsuitable for manual gestures such as the so-called "dirty" signs. The interpreter may discuss with the judge the necessity of literal translation of such terms and if he would be amenable to "interpreter" or "explained" signs for these terms. This may save embarrassment later as the judge may direct the lawyers to accept this procedure if he is prepared beforehand. (*d*) The rights of the interpreter may be explained to him by the judge.

When the dignity or community status of the deaf person is at stake. There may be cases in which the impression made upon the court relative to a deaf client rests wholly with the interpreter. In deeply personal court proceedings, such as custody of children, adoption proceedings, estates and wills, the interpreter's role in sustaining the dignity of the deaf clients cannot be exaggerated.

There are several possible techniques which can be used by the interpreter to sustain a favorable impression of the deaf client. These, naturally, depend upon the specifics of the case and the type of interpretation. If the interpreting is from the manual to the oral, the interpreter should always endeavor to use proper English word order. He should take his time, watch the deaf person carefully and get the full and correct sense of his message to translate orally. Unless he is especially alert, the interpreter can make the deaf client appear to be stupid and completely without verbal comprehension. It would sometimes be helpful to ask the deaf client to write out his or her answers, especially those not readily understood by the court when given orally. It is essential for the interpreter to know beforehand the quality of the deaf client's written English before having him write out his comments. Sometimes, the deaf client may have clear, understandable speech. In such cases, it is to the deaf person's advantage to speak out his own words and to be encouraged to give his replies orally. This type of response eliminates misunderstanding and enhances the image of the deaf client's abilities. These may be important factors in the matters of awarding custody of children or other similarly personal cases.

When the interpreter is considered a lawyer. It is not uncommon for some deaf people to seek the help of an interpreter and expect the interpreter to serve as a "quasi-lawyer" for them. This occurs frequently in cases involving small claims, real estate, traffic cases, and other similar quasi-legal situations. The deaf person expects the interpreter to keep him informed as to what is going on and also to serve as his unofficial lawyer. This is a most unsuitable arrangement and the interpreter should take pains to clarify his role of interpreting. Under no condition should an interpreter participate in trial proceedings (with or without a jury) unless there is a lawyer to represent the deaf client. If there is no lawyer, the interpreter should advise the deaf client to engage one and should refuse to serve as interpreter unless this is done. There have been many instances where a well meaning interpreter has helped out his deaf friends only to incur abuse and blame from them later because the case was not resolved according to their wishes. No interpreter should let himself be placed in such a position.

When the deaf person is confused by the opposing lawyer. It is quite likely that the opposing lawyer may intentionally or otherwise confuse the deaf person by a rapid barrage of questions or by insistence on specific types of replies, e.g., "yes" and "no" which the deaf person may for various reasons be unable to give. Compounding the confusion may be the insistence of the opposing lawyer that the interpreter give a literal word-for-word translation of the lawyer's remarks and the testimony of the client. In such cases it would be well for the interpreter to ask permission to address the judge and inform him of the limitations of the deaf client in understanding the language of the court. More detailed explanations may be needed from the court or from the interpreter. Usually a request of this type is granted without too much hesitation because it does not take long for the judge to perceive the difficulties the deaf client and the interpreter are having. It is important to guard against giving the impression that the deaf person is using his deafness to evade answered. (Sometimes a clever deaf person will do this to play for time, though.)

When the work of the interpreter is questioned. Once in a while the accuracy of the interpreter's statements may come under question by the court, the lawyers, or some of the witnesses. This could happen especially when the deaf witness has a low-verbal background. The interpreter may then choose to give a simultaneous oral-manual interpretation while he is signing. In such instances he must be careful to use the exact language of the court while talking and signing simultaneously, his signs being broadly interpreted to the level of comprehension of the deaf person. Similarly, he must be on the alert to speak orally in clear and accurate statements when translating the signs of the deaf person to the court. Sometimes the court may question even this technique. If this should happen, then the interpreter must make the statements verbatim to the deaf client. If he does not understand, it is up to the interpreter to tell the judge and ask him for further instructions. If the judge (or the lawyer) does not make any useful or practical suggestions, then it is up to the interpreter to tell the judge that it is possible to convey the thoughts and ideas of the court to the deaf person only if the interpreter is permitted to use his own manner of communication and explanation.

When the interpreter becomes emotional. It sometimes happens that the interpreter may become so emotional during the court proceedings as to make his work ineffective. This could happen if the interpreter knows the deaf persons involved; if the lawyers put undue pressure on the interpreter; or if the general emotional climate gets out of hand during the proceedings. Suggested techniques would include the following:

1. Self-discipline. Part of the interpreter's training and experience should include some self-discipline so that the interpreter always makes a strong effort to remain detached, neutral, and as completely impersonal and objective as possible.

2. Reaffirmation of rights. When the interpreter is unduly attacked by the lawyer and feels that the harassment is unjustified, he should reassert his rights and appeal to the court. An illustration may be found in the incident involving a case where the lawyer for the opposition kept demanding that the interpreter address a low-verbal young deaf girl in the exact language he was using. The interpreter tried to oblige but made no headway and so informed the court. The lawyer kept insisting on verbatim translations and when the interpreter had protested in desperation, the lawyer addressed the court in a scornful tone and implied that the interpreter was incompetent. The interpreter addressed the judge, pointed out his qualifications, explained the language comprehension problems of the deaf girl, and invited the court to select, a better, more qualified interpreter to replace him. At this, the court directed the lawyer to allow the interpreter to proceed in his own manner and to use any means of communication or explanation necessary for justice and clarity.

3. Excuse from the case. If the interpreter gets so emotionally involved that he almost breaks down, or in fact, does do so, it is best for him to ask the court to excuse him from the case. In such cases where it is likely that the interpreter may become personally involved he may request beforehand that he not be assigned to the case and that the court select an impartial interpreter who does not know the deaf person or persons involved in the case. Should the court find that it is impossible to select a substitute, then the interpreter must rely on some inner discipline to maintain a sense of balance and impartiality during the court proceedings.

When there is lack of rapport between the deaf person and interpreter. The deaf defendant may express dissatisfaction with the court-appointed interpreter. In such instances the court appointed interpreter should ask to be relieved of his assignment and the deaf defendant should be allowed to bring in his own interpreter. However, this is not always possible. In some communities, there may not be more than one interpreter available, particularly on short notice. Or, the interpreter whom the deaf defendant brings to court may turn out to be ineffective or even inaccurate, and the court appointed interpreter may, in the interest of justice, insist that he is still needed to clarify some points. Yet, under no circumstances should a deaf witness be forced to accept an interpreter whom he cannot understand. A possible technique, if no other interpreter is available, is for the deaf defendant and the interpreter to get together and discuss the interpretation problem and for both to try to establish rapport and mutual understanding. They should be careful not to discuss the case under jurisdiction. This requires a fine exercise of ethical judgment on the part of the interpreter.

When there are misinterpretations. If the interpreter assumes that the deaf client has said something which is reality he has not, there can be considerable confusion and loss of confidence in the interpreter. If the deaf person is aware of the misinterpretation, he should report this immediately to the judge or lawyer. Normally, the interpreter may not be conscious of his error, but if he does become aware of it, it is his responsibility to correct the record at once. The interpreter should give a faithful interpretation as required by oath. This is a sensitive situation and can arise even with the most gifted of interpreters.

When the tempo of court is too fast for the interpreter. Should the rapid dialogue of the court become difficult for the interpreter to follow and he becomes confused or loses the train of thought of the speakers, the interpreter should feel free to tell the judge. Usually the court is quick to oblige.

The interpreter should be extremely cautious when it comes to actual explanations of court language or problems. If the deaf client does not understand, it is suggested that the interpreter so inform the court and that the court be requested to make a careful explanation. The explanations are the duty of the lawyers and the judge. Explaining the meanings of simple words may rightfully be the interpreter's task; but the explanation of professional legal jargon and of problems and situations is the task of the court.

When the deaf person is not aware of the total proceedings. Keeping the deaf person (or persons) informed of the total court proceedings—the dialogue of the court—is an important responsibility of the interpreter. It is a denial of right to confine the interpreting only to the period the deaf person is under intrrogation. Should the interpreter have difficulty in keeping his deaf client up-to-date with the rapid exchange in court, he can request a copy of the official transcript of the proceedings to give to the deaf person to read for himself. Sometimes, the court may question the interpreter as to what he is doing, because his oral narration (sotto voce for nonmanual deaf persons) or his manual gestures may be disturbing the court. Curious onlookers may become more engrossed in what the interpreter is doing and less interested in the court proceedings. When this happens, the interpreter should explain to the judge what he is doing and why it is necessary. If the judge disapproves, then it is incumbent upon the judge to see that the deaf witness has the official transcripts. There have been instances when even the judge has presided in fascination watching the interpreter and not at all aware of the lawyers and the court proceedings In one court session, the bailiff was reprimanded because he was neglecting his duties in order to watch the interpreter. While this may be amusing, and even flattering, to the interpreter it is something over which he has control because all he has to do is make certain that he is not overly conspicuous in the act of interpreting.

When subpenaed to interpret. Occasionally an interpreter will be subpenaed by the court to serve as an interpreter. Such practice is not common, but can lead to considerable concern when, for example, an interpreter may not wish to serve or may not be qualified for the task asked of him. In such cases it is well to respond to the court order and so inform the judge. Usually the interpreter will be excused. However, if the interpreter's presence is vital to the case, e.g., he may have to give expert testimony or be called upon as a witness, then that is another matter and the interpreter should have it made clear to the court exactly what his role is to be in the court proceedings and the court should make clear what it expects of him. It is poor policy to have any member of the case take on the additional burden of serving as interpreter. It is far better to have the court engage the services of an impartial interpreter.

When the interpreter's fees are in question. Since the role of the interpreter of the deaf has come to be more and more recognized as a professional service, the matter of fees has become an essential issue.

1. Possible techniques in civil cases. (*a*) If the lawyer asks for the services of an interpreter and then tells the interpreter to collect his fee from the deaf client, the interpreter should remind the lawyer that he has no direct involvement in the case and that the lawyer should pay the interpreter or collect from the deaf client the necessary interpreter fees. (*b*) If an interpreter is engaged by a deaf person who does not have the services of the lawyer, the interpreter should state—well in advance—exactly what he expects in the way of fees and expenses and that he expects the deaf client to pay these items. (*c*) How much to charge? The question of what is an appropriate fee can best be handled by determining the usual court fees for foreign language interpreters and expert witnesses and setting one's own fee scale accordingly. These fees vary by locale so it is well to arrive at a standard set of fees which are consistent in the area in which the interpreting is to take place. All financial arrangements should be made before services are begun. These services should be clearly understood by all, especially the deaf persons.

2. Possible techniques in criminal cases. Generally speaking it is the policy of the courts to engage and to pay for the services of interpreters in all criminal cases involving deaf clients. The interpreter should ascertain beforehand what the rate of payment will be and follow the general suggestions outlined in the foregoing section on civil cases. If there can be found no precedent in regard to fees, the interpreter should not hesitate to set his own fees. These may fall in the general range of those which are now being paid in some sections of the country, e.g., $50 a day plus expenses, $10 an hour plus expenses or $25 per session plus expenses.

If a place of business does not permit an employee to collect an interpreting fee in addition to his pay from his firm, the interpreter should request court fees that would cover his additional expenses of travel and for lodging.

Other quasi-legal situations. Many of the suggestions which have been detailed in this section may be applicable to other quasi-situations in which an interpreter's services may be needed to protect the rights of the deaf people. Situations in which a deaf person may have to make an appearance before a semi-judicial group include filing for workmen's compensation, unemployment insurance, application for union membership, or industrial grievance hearings. An interpreter's services may be vital in insuring that justice is served.

PROBLEMS OF INTERPRETING LEGAL TERMINOLOGY

None of the preceding problems has dealt extensively with the situations whereby terminology becomes the major problem encountered by the interpreter, and it is this area that the interpreter must be proficient and therefore unique. Above all, the interpreter's foremost desire should be to give a *verbatim* translation of the terminology used in legal proceedings. It is in his Code of Ethics. He is sworn to it by oath. The deaf have a right to it. However, there are many situations where the interpreter finds himself in the awkward position of being misunderstood because he is forced to use a vocabulary that appears simple, primitive, and different to the conventional language to which the legal mind is oriented.

When terms require simplification. A not uncommon situation is to encounter a deaf person whose understanding of terminology is extremely limited. Legal terminology is vast and complex, so much so, that the set of Legal Words and Phrases runs to almost 50 volumes and no lawyer sets up office without his own thick copy of Black's Law Dictionary. Unfortunately, even the simpler terms may not be in the deaf person's vocabulary, which may be so limited as to consist of no signs whatsoever, or to the understanding of only a hundred or so basic signs. The skilled interpreter for the deaf must have the ability to handle the gargantuan task of paraphrasing, defining, and substituting for the legal terms the basic signs that will result in comprehension by the deaf witness. In order to do this, he becomes acquainted with the deaf person, finds out his level of verbal comprehension, and adjusts his approach to fit the situation. Not many interpreters possess this talent. It is unique to interpreters for the deaf.

When terms require more than one sign. In addition, there is the situation whereby one basic equivalent sign is not available to describe each legal term. Most of the words require two, three, four, five, or more basic signs for their rendering. Take the example, "You may appeal," or just the word "appeal." There is no sign for this word and it becomes necessary for the interpreter to use his ingenuity to find a *combination* of basic signs and gestures that will portray the true meaning of the word. Here is such a combination: "You—not satisfied with decision, ask another trial." Eight basic signs are employed; in truth the deaf witness now understands the concept "appeal" which heretofore had not been a part of his vocabulary. Despite this use of eight signs to describe one word, justice has not been hindered. In fact, justice is the end result.

When terms result from natural gestures. There is the situation whereby natural gestures, seemingly common to all people, are misunderstood in the courtroom. To take an example, the shaking of the head, to most people might signify a negative response, "no," but to the skilled interpreter, a slightly bewildered look with it changes the meaning; in truth the translation is "I don't know" or "I don't understand." The validity of the oral response may be challenged, for after all, the simple shake of one's head ordinarily signifies "no." The interpreter, in all fairness to the deaf witness and in the interest of justice, must be prepared to explain his awareness of expressions which shade the meaning of words, all of which may be done at a speed beyond the ability of the untrained hearing person to comprehend.

When terms complicate questions. Many deaf persons are placed in situations of being confused by questions which are too complex for them to understand. Their thinking may be basic and unmarred by the influence of the English language construction. Caldwell, (1) describes such a situation:

> ". . . in putting a question to a deaf (witness), the most satisfactory plan to follow is first to make a statement and then inquire if it is true. But this places the form of inquiry at once in that category of inquiries abhored of the judicial mind, 'leading questions.' For instance the lawyer may ask: 'Did this man or did he not open the trunk while you were in the room?' Now probably the only way this can be put so that the witness will understand it, is in this form: 'you in room—man open trunk—true?' "

When terms involve place. A situation may require an even more detailed questioning when a deaf person cannot relate his experience to the terminology requesting locations or orientation to place. His thinking may be in specific terms and he may require definite, pictorial references. Once again, Caldwell answers the problem arising from the question, "Where were you at the time?"

> "The interpreter is driven to the expedient of *locating the witness in imaginary places* and asking, 'Were you there?' "

In locating the witness in imaginary places that are graphic and easily pictured by the deaf person, the interpreter may use the following line of questioning: "Barn—you there? Home—you there? Church—you there? Where—you?"

If the deaf witness is truly to understand the question and comply with the court's desire to obtain answers from him, the trained interpreter must be allowed to use this line of questioning whenever he feels it is necessary. Such problems must be clarified with the judge and the lawyers in pretrial hearings in order that a general basic set of ground rules may be reached and doubts resolved.

When terms involve time. Not only terms involving place but those involving time may completely baffle a deaf witness. An example is: "Was he ever there before?" "Ever . . . before" is difficult to translate and the interpreter is driven to the expedient of recalling to the witness specific times in the past: "Man—there Friday? Man—there Thursday? Wednesday? Tuesday?" With this type of interpreting, questions are more apt to be understood and answers to be correct.

When terms cannot be used as answers. Occasionally the situation arises whereby the deaf person has unusual mannerisms that may lead to misunderstandings. One of these mannerisms is the habit of repeating everything that is said. The interpreter may sign, "Did you hit him?" The deaf witness, with a stare or a glare may repeat ". . . hit him." This is not an answer, but is sometimes the deaf person's unconscious manner of clarifying a situation in his mind. He may remain puzzled and an answer may or may not be forthcoming.

These are but a few of the typical situations that might arise to complicate the interpreting process, particularly in regard to terminology. The interpreter must be aware of these and other similar situations and must be reasonably familiar with legal terms and statements, a few of which are listed in the following pages of this section. These terms might be helpful to the interpreter in that a *suggested* combination of signs is given for the term. The list is far from complete. The terms listed can also be used to illustrate to the court that the interpreter's use of seemingly unusual terms are often the only way to reach the deaf person and convey the general sense or ideas to him.

SOME LEGAL TERMINOLOGY

Legal term	*plus*	*Possible concept explanation*
adopt		(accept, change-name-same-as-family, live-with-family, same as-mother-father)
alimony		(money-must-pay-support-wife-from now on)
appeal		(not-satisfied-decision, ask-another-trial)
assault		(1. start-fight; 2. hit-first)
arson		(burn-houses)
bail		(pay-money-now, freedom, must-come-court-later-if you run away-money-lose-you)
cell		(jail-room)
charged with		(blame-doing-wrong)
confiscate		(law-take away)
contract		(agree-paper-stamped)
correspondent		(other-sweetheart)
court		(trial-room)
court costs		(court-charge)
court order		(court-tell-you-must)
custody		(responsibility-take over-keep-children)
damage to property		(destroy-their-things)
defendant		1. (opponent-if opponent is the defendant) 2. (protector-if deaf client is the defendant)
disorderly conduct		1. (fighting) 2. (not-polite-action)
divorce		(marriage-chain-break away)
fine		(charge)
forbid		1. (not-allow) 2. (no) 3. (law)
foster		(accept, live-with, help, good-friend)
garnishee		(money-earn-take away-from-your-pay check)
guilty		1. (wrong) 2. (bad-blame) 3. (lie) 4. (mistake) 5. (off the track) see also not guilty
incompatability		(together-get along-can't)
infidelity		1. (around with-other-women/men) 2. (chase-women/men)
judge, the		(judge-man)

Legal term	plus	*Possible concept explanation*
judgment		(think-decide)
mental cruelty		(blame worry)
murder		(kill plus sign describing the manner killed)
not guilty		1. (all right) 2. (not-blame) 3. (true) 4. (exact or perfect) 5. (free) 6. (o.k.)
non-support		1. (give-me-money-none for help)
obligation		1. (responsibility) 2. (owe)
obvious		1. (clear) 2. (understand)
patrol car		(police-car-drive-around-watch-listen-light twirl)
patrol wagon		(police-jail-car)
penalize		1. (charge) 2. (punish)
personal property		(your-things)
plaintiff		(complain 'er')
prosecutor		1. (lawyer for defendant) 2. (lawyer for plaintiff) 3. (lawyer for court)
real estate		(land-and things-belong to land)
separation		(marriage-we apart-not divorced)
settlement		(decision-agreed)
shop lifting		1. (steal-things from store) 2. (take-things from store-not-pay)
signature		(your name-sign-here)
social worker		(lady/man-come, visit, find out, help, advise)
subpoena		(paper-important-court-must-go)
summon		(court or judge call or summon-you-must)
swear		(pledge-promise to tell truth)
trespassing		1. (law-no-business-there) 2. (through-that-place) 3. (sign-tells-law-through)
trial		(judge-in front of-all)
vandalism		(destroy-their-things-no reason)
witness		(person-saw-happen)

INTERPRETER'S OATH

You do solemnly swear (or affirm) that you will justly, truly, and impartially interpret to ______________________ the oath about to be administered to him, and the questions which may be asked him and the answers that he shall give to such questions, relative to the cause now under consideration before the court, so help you God.

THE WITNESS' OATH

Do you swear by God that the testimony that you are now about to give is the truth, the whole truth, and nothing but the truth?

B. Interpreting in Medical Situations

It often happens that a person who has learned the language of signs is called upon to interpret for a deaf person in situations involving medical matters. It is imperative that before accepting this responsibility any such person examine honestly and truthfully his ability to interpret in such a crucial area. He must be so thoroughly familiar with the basic skills and techniques of communication through the language of signs that he is free to concentrate on what is being said and how to say it. The deaf person's health, his well being, and indeed even his life itself may be contingent upon a complete understanding between the doctor and the deaf patient. The interpreter must have the ability to convey a full and exact interpretation of the doctor's questions, diagnosis, and prescribed treatment to the deaf person. He must have the ability for rapid and accurate recognition of small units of meaning. He must have the ability to think while listening in order to grasp interrelationships and implications. He must also be facile in the reverse interpretation of the deaf person's responses to questions of the doctor.

Indeed, in the interpretation of specific vocabulary and concepts the interpreter will find that there are six processes with which he must be familiar. It will be necessary for him to train himself to make an instantaneous selection of whichever procedure fits the particular case.

First is understanding the medical term, which in almost all cases is not expected.

Second is the doctor's interpretation of the medical term into laymen's language, a process that takes place between the doctor and the interpreter. It is entirely within the province of an interpreter to request this explanation from the doctor if it has not been volunteered.

Third is a verbatim translation of the medical term into layman's language, or in some cases the medical term itself, from the interpreter to the deaf person. This process is feasible only if the deaf person is highly literate, in which instance requests for the services of an interpreter are infrequent. A highly literate deaf person will, under usual circumstances, prefer to carry on communication without the intrusion of a third person. Only if medical circumstances are of a special nature, such as in consultations and examinations by an opthalmologist, may he feel the need for an interpreter.

A fourth process with which the interpreter is expected to be familiar is the interpretation of the verbal symbols into comprehensible manual symbols for the deaf person of average verbal ability. A deaf person who is not an excellent lipreader and/or does not have the ability to express himself well through speech or written language but who is able to communicate adequately and intelligently through the media of manual communication will want and need the services of an interpreter.

Fifth is a process of interpreting at maximum simplification for the low verbal deaf person. It will be essential in this instance that an interpreter be present to paraphrase, for purposes of diagnosis and treatment, the doctor's questions and advice into a language that will be understood by the low verbal deaf person. Use of highly imaginative and ingenious techniques will be required. If this process is needed, it will be important to have the ability to describe the doctor's statements through highly descriptive manual gestures. In some instances pantomime may be required. For ease of communication it will be well to be familiar with the primitive, crude manual symbols used by many low verbal deaf persons. The interpreter will find that a variety of skills in the language of signs will facilitate the performance of his task when interpreting for the low verbal deaf.

Sixth is a process sometimes referred to as reverse interpreting. In addition to interpreting the doctor's remarks to the deaf patient, the interpreter will need an ability to restate in intelligible oral language the remarks of the deaf patient, whether he receives them through finger spelling, formal manual symbols, or the descriptive, crude gestures of a low verbal deaf person.

Since medical consultations are on a one-to-one basis, it is possible that the interpreter may also be deaf. In this case, the deaf interpreter must be literate and able to communicate without undue strain to either the doctor or himself. The right of the doctor and of the patient to expect a comfortable and fluent interpretation must not be disregarded.

The interpreter must always be conscious of the necessity for good lighting. If at all possible the interpreter should place himself in such a position that both he and the doctor are within the field of vision of the patient. The deaf person then will not be compelled to be continually twisting and turning his head in order to see completely all that is transpiring. No importance is attached to the matter of dress in these one-to-one situations beyond the usual requirements of good grooming and simple, dignified attire.

Within discretion, compensation should be based upon the amount of time involved and expenses incurred by the interpreter. It should be kept in mind that the deaf patient will also be paying the regular fee for the doctor's services. If at all possible, a clear understanding between the interpreter and the patient should be reached before the medical appointment. There will be cases, dependent upon the financial condition of the patient, in which the interpreter's judgment will indicate that no fee should be charged. In the event that therapy is prescribed, an agreement should be reached between the interpreter and the patient and/or the doctor prior to the therapy sessions as to who is responsible for the compensation. It is important that the deaf patient be informed as to any agreement between the interpreter and the doctor regarding fees, and failure to do so would be a breach of ethics.

It is advisable to investigate provisions made by any existing agencies for indigent patients. Such agencies may include fees for interpreters in their provisional and incidental services. Further, it is entirely posible that in the near future Medicare and other plans may include such provisions.

The deaf patient and the doctor have every right to expect and insist upon the interpreter's adherence to a code of ethics which recognizes the confidential relationship of the interpreter to the patient. The interpreter must at all times and in all situations respect the right of the patient to keep his medical history, his physical condition, and the prescribed treatment under strict confidence regardless of whether the interpreter's services are compensated or of a voluntary nature.

INTERPRETING PROBLEMS AND POSSIBLE TECHNIQUES FOR THEIR SOLUTION

In medical interpreting there are many problems with which the interpreter may be confronted and with which he must be prepared to deal. His treatment of the difficulty at the moment of its occurrence will determine his value to the deaf patient and to the doctor. All the problems that may be encountered cannot be anticipated; however, study of some of the more usual problems and possible techniques for dealing with them will prepare the interpreter to resolve most problems as they arise and to eliminate many of them before they occur. Suggestions for classroom techniques in interpreting classes are also included.

Problem A: Waste of time during the medical consultation in discovering at what level the interpretation must take place.

Technique: Arrange to meet with the patient at some time prior to the medical appointment in order to establish the educational and intellectual level of the deaf patient.

Classroom dramatizations using skilled deaf actors playing the roles of deaf persons of different intellectual levels can provide a background of experiences in determining levels of interpretation needed.

Problem B: Misunderstanding on the doctor's part of the ability of a verbal deaf patient to respond meaningfully. Many doctors, in common with hearing people who have had little or no contact with deaf persons, tend to overestimate the capabilities of some deaf persons insofar as ability for lipreading, speech, and the use of language are concerned.

Technique: The interpreter, if he has previous knowledge of the patient's limitations, may request time with the doctor to inform him of the communication problems involved and their related implications.

The classroom instructor should provide an explanation regarding causes and effects of deafness, age at onset, resultant language problems, and inability of some deaf persons to acquire useable lipreading and speech skills in order that as trained interpreters a clear understanding is inherent and the ability to make necessary explanations is engendered.

Problem C: Expenditure of time while waiting to be called into the doctor's consultation room.

Technique: The interpreter can make good use of this time by further acquainting himself with the patient's level of communication, his background, and the nature of his physical complaint. At this time the interpreter has the opportunity to establish rapport with the patient and to show his sincere interest.

Problem D: Waste of time often encountered in getting definite answers to questions asked by the doctor or nurse when taking down the case history.

Technique: Confer with a doctor or a medical committee to devise a basic and standard set of questions asked when establishing the medical history. In the event that the medical profession is not amenable to this suggestion, the interpreter could use his own past experience in presenting possible typical questions. The questions could be used at a preconsultation meeting between the interpreter and the patient to facilitate the actual medical appointment. At this meeting the interpreter could inform the patient that the doctor is not concerned with any extraneous social information he may be inclined to offer and should confine his answers strictly to what pertains to the medical.

Problem E: Suspicion on the part of the patient that the doctor and the interpreter are discussing his case is secret.

Technique: Avoidance of "asides" between the interpreter and the doctor; however, if such extraneous conversations are unavoidable it is obligatory that the interpreter inform the patient of what is being said.

Problem F: Suspicion on the part of some patients that telephone calls, or any other interruptions, during the consultation are related to them.

Technique: At all times the interpreter should extend the courtesy of relaying to the deaf patient whatever he hears, regardless of whether or not it is related to the deaf patient. Never say, "It's nothing important." The deaf person would prefer making his own decision as to the importance of the interruption and its relationship to him.

Problem G: Attitude of fear and/or confusion on the part of a patient when the doctor sends the patient to another room with only the instruction "Get yourself ready."

Technique: The interpreter should explain where they are going; he should give specific instructions to the patient as to which items of clothing are to be removed; he should explain exactly what the examination will include. If the interpreter is unable to do so due to his own lack of understanding, he should request the needed information from the doctor in order to eliminate the patient's possible fear and in order to facilitate the doctor's examination.

Problem H: Inability of the interpreter to explain to the patient exactly what it is the doctor wishes to know due to a lack of understanding of the terms the doctor uses.

Technique: The interpreter should not hesitate to ask the doctor to explain to him in laymen's language exactly what the term means, or what the doctor is trying to discover.

Problem I: Inability of the patient to understand the finger spelled medical term for which there is no comprehension manual symbol.

Technique: The interpreter must develop the ability to interpret the term into a language the patient can understand. The ability to use descriptive gestures, the ability to pantomine, and familiarity with primitive manual symbols should enable the interpreter to be of maximum assistance to doctor and patient alike.

The use of charts and anatomical models, if available, could be suggested to the doctor if the nature of the problem is complex and the level of comprehension inadequate for the situation.

The classroom could provide practice in attaining the ability to paraphrase through providing lessons in interpreting first, terms; second, sentences; and finally, conversations of the type encountered in medical situations.

Problem J: Inability of the interpreter to make a faithful interpretation due to embarrassment over the nature of the patient's illness.

Technique: The interpreter should determine beforehand the type of complaint. If he feels the situation would be awkward due to a difference in sexes or if he is not inclined to interpret in a sensitive area, he should inform the patient that it would be better to obtain the services of another interpreter of the same sex as the patient.

The classroom instructor could prepare student interpreters for such situations by dividing the class by sexes, calling in a skilled interpreter of the same sex as the subgroup, and giving lessons in interpreting terms into correct concepts through primitive signs and descriptive gestures, as well as the finger spelled terms.

Problem K: An impression on the part of some patients (and some parents of deaf children in residential schools) that a nurse can diagnose, prescribe medication, treat a condition, or change already existing orders.

Technique: The interpreter must determine the level of communication and make a definite and clear explanation on that level that the prescribed treatment was the doctor's decision. It should be made clear that this is, by law, the doctor's function. A nurse can only carry out his orders whether verbal, written, or standing orders, as the case may be. Several repetitions of this explanation may be necessary.

Problem L: Discovery that the patient has misunderstood the diagnosis and prescribed treatment.

Technique: Interpreters should be aware that nods of the head and other indications of apparent understanding may be misleading. Rather than accept such gestures as indicative of understanding, the interpreter should always ask the patient to give his own version immediately following the interpretation.

It may also be advisable, in some cases, that the interpreter draw up an appropriate time schedule chart for the patient's use in following the doctor's instructions for use of medications. In the case of deaf persons with extreme language deficits or with foreign language backgrounds, the interpreter may find it helpful to use colors to identify different medications, to use sun and moon symbols to describe time schedules.

Problem M: Loss of faith in the interpreter on the part of the doctor and/or the patient upon discovery that the patient is not following the prescribed treatment.

Technique: During the consultation the interpreter should at all times and through both methods of communication, expressive and receptive, make a simultaneous interpretation in order that the doctor and the patient are constantly aware of the interpretation that is being made. Any errors in interpretation can thus be corrected immediately.

TYPICAL SITUATIONS

A sampling of questions routinely asked in preparing a case history and in making a diagnosis is provided. Practice in signing these questions, at different levels of understanding, is recommended in order that a smooth interpretation be made without undue delay.

FAMILY HISTORY

Father: age; present health; if deceased, age of death.
Mother: age; present health; if deceased, age of death.
Brothers: age; present health; if deceased, age of death.
Sisters: age; present health; if deceased, age of death.

Have any had: cancer, tuberculosis, insanity, diabetes, heart disease, rheumatism, gout, goiter, obesity, nephritis, epilepsy, any other diseases.

PATIENT'S HISTORY

Have you had diptheria, red measles, German measles, mumps, chicken-pox, scarlet fever, smallpox, polio, typhoid, malaria, pneumonia, dysentery, jaundice, boils, rheumatic fever, tuberculosis, asthma, heart disease, hypertension, diabetes, infections, gonorrhea, syphilis, tonsillitis, nephritis, any other diseases? Have you had any operations? Give year.

MENSTRUAL HISTORY

Age of onset, periodicity, type, duration, pain, last menstrual period.

MARITAL HISTORY

Miscarriages, abortions, number of children, sterility.

HISTORY OF HABITS

Alcohol, tobacco, drugs, coffee, tea, meals, water, sleep, bowel movements, exercise, amusements.

RESPIRATORY

1. Is your nose runny or stuffy?
2. Do you cough dry or productive?
3. Is the mucus you cough up yellow, white or bloody?
4. If bloody, is it blood clots? Streaked with blood?
5. Is this sputum frothy?
6. When do you cough?
7. Does your chest hurt when you cough, take a deep breath, or all the time?
8. Where does your chest hurt?
9. Do you have (or have you had) a fever?
10. Do you perspire much during the night?
11. Do you wheeze when you breathe? When?

GASTRO INTESTINAL

1. Do you have pain in your abdomen? Where?
2. What kind of pain do you have? Cramps? Sharp? Dull?
3. When do you feel the pain? Before eating? When you are hungry? After you have eaten? After eating certain foods?
4. Do you feel nauseated?
5. Do you vomit? When? How often?
6. Is the vomitus clear? Watery? Bloody?
7. Does it contain undigested food?
8. Does it look like coffee grounds?
9. Do you vomit mucus? Or only retching?
10. Do you have frequent stools? Loose? Bloody?
11. What color are your stools? Black tarry? Very light?
12. How far apart are your bowel movement?
13. How long has it been since you had a bowel movement?

14. Do you take laxatives or enemas? How often?
15. Can you have a bowel movement without laxatives or enemas?
16. Are your stools bloody?
17. Is the blood on the stool? In the bowel? On the toilet tissue?

GENITO-URINARY

1. Is the frequency of your urination more than 4 times a day? Less?
2. Is there a burning sensation in the urethra/penis when urinating?
3. Do you have pain when you urinate?
4. Do you have an urge to urinate very often? Small amount each time?
5. Is the urine dark?
6. Does the urine come out in a steady stream, or in driplets, or in droplets?
7. Do you have to get up during the night to urinate? How often?
8. Do you have an unusual thirst? Do you drink much water and other liquids?

CARDIAC

1. Do you have swelling of feet, ankles or hands? When? How long have you had this?
2. Do you have trouble breathing? When?
3. Do you have shortness of breath? When?
4. How far can you walk without feeling shortness of breath?
5. Can you climb stairs?
6. Must you sleep sitting up?
7. Does your work cause shortness of breath? After how long at work?
8. Do you have pain? Where? When?
9. Does your heart beat fast Hard? When?

MISCELLANEOUS QUESTIONS

1. Do you feel dizzy? When?
2. Do you see double? When?
3. Do you fall or faint? When?
4. Do you feel tried? When? How long?

HEADACHES

1. Is your headache constant? Frequent? If so, how often?
2. Do you get these headaches at regular intervals?
3. Does it hurt all over your head? Where?
4. Do you have these headaches after working? While you are working? How long? After you have started working?

5. **Are you subject to these headaches after watching T.V. or movies? After reading? How much time has been spent in these activities before you notice the headache?**

6. **When did you last have your eyes examined?**

7. **Do you have a throbbing or a steady pain?**

8. **Is it a hammering sensation, or do you feel as though your head is being squeezed?**

9. **Do you notice the ache mostly when you are under tension?**

10. **Do you take aspirin to relieve the pain? How often? Do you get temporary relief?**

11. **Do your eyelids tend to droop when you have a headache? One eyelid, or both?**

12. **Is your vision blurred?**

13. **Do you see a ring around lights?**

TERMINOLOGY

Most people are unfamiliar with medical language. However, applied study to a list of root terms which form the basis of some 4,500 medical words will clarify the meanings of a quite complete medical vocabulary. In medicine, words were built on already known Greek or Latin stems, prefixes and suffixes. Thus many words have the same roots. A selected list of roots, their meanings, sample words, and a definition is offered to assist in the interpreter's understanding and interpretation of a doctor's vocabulary.

Prefix	*Meaning*	*Word*	*Definition*
a- an-	negative	atypical	deviating from the normal
a- ab- abs-	away from	abduct	to draw away from body
ad-	toward	adhesion	abnormal joining of parts to each other
ante-	before	ante natal	occurring before birth
anti-	against	anti body	a substance in the body which is antagonistic to invading bodies
bi- bis-	twice, double	bilateral	pertaining to two sides of the body
contra-	against	contra-indication	any symptom or circumstance indicating the inappropriateness of a form of treatment
cyst-	bag, bladder	cystitis	inflammation of urinary bladder
dys-	difficult, bad	dyspnea	difficulty in breathing
endo-	within	endoscopy	use of instrument to visualize body cavities
entero-	relating to the intestine	enterospasm	painful peristalsis
ex- exo-	out	exanthem	eruption of skin (measles, scarlet fever)

Prefix	*Meaning*	*Word*	*Definition*
gaster- gastro-	the stomach	gastritis	inflammation of the stomach
hem- hemato-	relating to the blood	hemoglobin	the coloring substance of the red blood corpuscles
hepa- hepar- hepato-	liver	hepatitis	inflammation of the liver
hetero-	other, indicating dissimilarity.	heterosexual	having normal attraction for opposite sex
homo- homeo	same, similar	homogenous	uniform in structure composition or nature.
hydra- hydro-	relating to water.	hydrocephalus	collection of serous fluid in the head
hyper-	over, above, beyond.	hypertrophy	increased size of an organ or part
hypo-	under	hypoglossal	situated under the tongue.
macro-	large, long, big	macroscopic	large enough to be seen by naked eye
mal-	bad, poor, evil	malaise	discomfort
micro-	small	microbe	minute one-celled organism
my- myo-	muscle	myalgia	pain in muscles
neo-	new	neonatal	newborn
neph- nephra	kidney	nephrectomy	surgical removal of kidney
neu- neuro-	nerve	neurologist	a specialist in diseases of nervous system
oste- osteo-	a bone	osteoma	bone tumor
pan-	all, entire	pandemic	disease which is epidemic at same time in many parts of world
path-	disease, suffering.	pathogenic	capable of producing disease
peri-	around	periorbital	surrounding the socket of the eye
pneu-	relating to air	pneumothorax	a collection of air in pleural cavity
poly-	much, many	polymorphic	occurring in more than one form
post-	after	post operative	period following surgery
pre-	before	preclinical	before onset of disease
pro-	before, in behalf	prodromal	pertaining to the initial stages of disease
re-	back, again	regression	return of symptoms
sub-	under	subacute	between acute and chronic
super- supra-	above	supra orbital	above the eye
syn-	with, together	syndrome	all symptoms of a disease considered as a whole
trans-	across	transverse	lying across

Suffix	*Meaning*	*Word*	*Definition*
-ad	toward	dextrad	toward the right side
-algia	pain	cephalagia	pain in head
-dynia	pain	coxodynia	pain in hip joint
-ectomy	a cutting out	appendectomy	surgical removal of appendix
-emia	blood	anemia	deficiency of red blood corpuscles, hemoglobin or both
-gram	a tracing	encephalogram	X-ray picture of the brain
-itis	inflammation	tonsillitis	inflammation of tonsils
-lite, -lith	a stone	cholelith	a bile stone
-ode, -oid	form, shape	ovoid	egg shaped
-oma	a tumor	hematoma	a blood tumor
-osis	condition	hematoma	a blood tumor
	disease	osteomiosis	bone disintegration
-ostomy	to furnish with a mouth or outlet	gastrostomy	surgical creation of a gastric fislula through abdominal wall
-path, -pathy	disease, suffering	cardiopathy	any disease of the heart
-phobia	fear	carcinophobia	morbid fear of cancer
-rhage, -rhagia	hemorrhage, flow	rhinorrhagia	nose bleed
-rhaphy	a suturing or stitching	perineorrhaphy	repair of the perineum
-rhea	to flow, indicates discharge	rhinorrhea	thin, watery discharge from nose
-tomy	cutting	ototomy	incision into, or dissection of ear

Inherent in the process of interpreting medical terminology for which there are no manual symbols is the necessity to transpose the medical term into several manual symbols to obtain an identical concept. It may be necessary to use from two to several manual symbols in order to establish an understanding of the doctor's reference, as, for example, the word therapy, whch probably would be interpreted "go regular for (type of treatment), will help".

Since it is impossible to include a comprehensive list of medical terms in a single chapter of this manual, a condensed list is offered of commonly used terms with which an interpreter may be expected to be confronted. Most of the terms that are listed have no manual symbols and some are followed by suggestions as to the interpretation into an equivalent concept that a low verbal deaf person may understand. However, the interpreter is cautioned that great importance is attached to an exact and explicit interpretation of a medical term. An interpretation that takes for granted the patient's understanding of simple terms can cause untold worry and agony on the part of the patient. As an example, "heartburn" is a simple term that can be misunderstood by some deaf persons. Only in the case of some average verbal or of literate deaf persons should the term be finger spelled. Many deaf people have been misled into thinking they have heart trouble by use of the word.

Some of the terms used in a medical situation are of a delicate nature. Often there are no acceptable formal manual symbols for these signs. In the interest of clarifying the communication between doctor and patient, the interpreter should never exclude the possibility of asking help from someone in whose discrimination and knowledge he has confidence. It is anticipated that the forthcoming Peet Dictionary of The Language of Signs will be of great help in this area.

A

abcess—"sore inside, closed up, yellow poison can't out"
abdomen—rub that part of the body
abnormal
    —"too much, not right"
    —"not enough"
abortion
    miscarriage—"lost baby"
    legal—"baby wrong must remove"
        —"mother sick, maybe die if baby not removed"
    illegal—"secret other person baby remove"
accident—"something happen"
ache, pain
    brief—"short"
    chronic—"continued long time, from now on"
    dull—"not bad, but bother"
ache, pain
    intermittent—"again, again, time to time"
    prolonged—"steady"
    sharp—"hurt" made with emphasis
    throbbing—"hurt, hurt, hurt, pound, pound, pound"
addiction—"get habit can't stop"
admittance—"enter"
agree with one
    (food)—"eat, stomach feel satisfy"
    (medication)—"take drugs feel O.K., not dizzy sick"
aid—"help"
allergy—"not agree your body, oppose"
amputation—"cut off" part of the body
anaesthetic
    —"shot" in arm, "sleep"
    —"mask" over face, "sleep"
anemia—"not enough red in blood, not right"
asthma—see allergy, then add "heavy breathing"
antibiotic—"shot" in arm, "kill germ"
anus—"B opening"
appendix, appendectomy—"hurt" or "cut" in that area of the body
appetite, hungry
appointment—"time must go see doctor"

B

bandage—"cloth over hurt" or "wrapping around part of body" made in reference to that area of the body involved.

basal metabolism rate—"BMR" or "test body, see if use air fast, fast, fast—wrong; too much slow—wrong; middle—perfect."

belch—fist against chest moves up, at the same time index finger pops out of fist, body lurches slightly

bifocal—"glasses two; upper, look; bottom, read"

biopsy—"operate, take out little, send other doctor, examine microscope see what, all right or wrong"

birthmark—point to mark, "nothing wrong, born with"

blister—"water spot, swelling"

blood, bleeding—"red flowing"

blood test, serology—see biopsy, but substitute "reverse injection" for "operate"

blood pressure
- high—"heart pumps blood faster than must"
- low—"heart pumps blood slower than must"

bolt (food)—"swallow too much fast, not chew"

bowels, bowel movement—"B", "B M"

brace (orthopedic)—indicate supporting device over limb

braces (teeth)—indicate wire over teeth

breakdown
- mental—"trouble, worry, confuse, breakdown"
- physical—"body sick breakdown"

bridge (teeth)—indicate insertion to cover gap

burn, burning—"feel fire" over that area of the body

C

cancer, malignant, malignancy—"bad sore" indicate eroding process by right hand making a chewing motion up the left palm, "can die, must remove"

cap (teeth)—"cover tooth"

capsule, pill, tablet—"small piece medicine"; indicate with curved-in index finger toward mouth

cardiac—heart

cartilage—"strong, same like rubber between bones," indicate part of body
- pulled—"wrenched"
- torn—"pulled apart"

cataract—"thin white inside eye, cover part use to see, slowly get worse, can't see, must remove"

cauterize—"burn" make tiny circle on the left palm with index finger of right hand, "remove easy"

cavity—"hole in tooth"

chill, rigor—"cold shake"

complaint—"complain what wrong"

conceive, conception—"make baby"

confinement—"bed must stay"

constipation—"can't BM"

contact lens—"glasses put in eyes"

contagious—"easy spread sickness"

control—"manage"

coronary, heart attack—point to heart, hit left hand with right fist

- cough
  - dry—"hurt, nothing wrong up"
  - productive—"cough, cough, comes up, spit out"
- cyst—"small bag inside, full, bad, best out"

D

- damage—"hurt", "destroy"
- delirium—"dizzy, not know anyone, talks crazy"
- deliver, delivery room—"room hospital where baby born"
- diabetes—"body can't use sugar, not good"
- diarrhea—"back and forth, back and forth, bathroom, bowels watery"
- diet—"limit food, right food"
- digestion—"food chewed in stomach"
- discharge—"come out"
  - bloody
  - clear
  - cloudy
  - odorous—"smell bad"
  - thick
  - thin
- dissolve—"melt"
- dope—"injection, become habit, can't stop, damage body, mind becomes crazy"
- dose—"how much medicine"
- drainage—"come out"
- drugs, medication

E

- electrocardiogram—"EKG" or "electrodes on wrists, etc. . . ., connected to machine trace on ruled paper show your heart beats see if OK or what wrong"
- electroencephalogram—"EEG", same as above but substitute "brain" for heart heart
- enema
- emetic—"medicine given for start vomiting"
- examination—"look over body"
- external—"outside body"

F

- far sighted—"can see far, can't see near"
- fatal—"happen, cause death"
- fever—temperature
- fill a prescription—"go drugstore, chemist make your medicine"
- filling
- follow directions—"you must do what doctor say"
- fracture—"broke" indicate bone

G

- goiter—"throat grow lump"

H

- heartburn—"belch, feel burn in chest"

I

- incision—"cut open"
- indigestion—"stomach wrenched"
- induce—"start hurry"

infection—"dirty bad poison spread"
injection—"shot" indicate part of anatomy
immunizations—"shot, prevent sick"
innoculation—scratch arm with closed "20" hand
internal—"inside body"
irrigate—"spray with medicine, finish clean"

K

kidney—point to kidney

L

laxative—"medicine make bowels move"
ligament—"string" in area of body
  pulled
  torn
liver—point to liver, using middle finger
lungs—fingertips of both hands held against lungs

M

miscarriage—"baby lost"
meningitis—"very bad sickness, sometimes cause deafness." Point to base of the skull.
morphine—"strong shot, stop pain"
mucous—"white mass out"
muscle
  muscle strain—"twisted flexion"

N

narcotics—see dope
nausea—"dizzy, sick, feel same want vomit"
near sighted—"see near only, see far can't"
nerve—indicate part of body "feel tense" or "feel shake"
nervousness—"shaky, easy cross cry"
normal—"fine right"
nursing home, convalescent home, rest home—"home stay nurse take care rest afterawhile get well" "home keep (old, sick) people no place live"

O

oculist—"doctor search eyes"
occurrence—"happen appear"
operation, surgery—"cut" indicate part of anatomy
optic—"inside eye"
oral (medication)—"put in mouth"
ovary—"place where egg for baby starts"

P

pathologist—"doctor who studies small piece cut from body, see o.k. or wrong"
phlegm, sputum—"cough up material"
pneumonia—rub fingertips alternately up and down against lungs

R

rabies—"sometimes dog insane sick die"
radium treatment—"X-ray light on" part of body
rectum

S

scar tissue—"operation leave hump, scar, sometimes in body same"
sensation—feeling
shock
shot
  booster
sneeze
sterile—"clean, perfect"
sterile—"can't have baby"
sterilization
stool—"B M"
stroke—point to head, hit left palm with right "S" hand
spasm—"paralyze" then relax hands
specimen—"some, little ------------ put in bottle for later examine"
  blood
  stool
  urine
sprain, dislocation, wrench
suppository—see capsule; indicate proper place of insertion

T

tension—claw hands pulled back to body and closed into "S" hands
tendon
  pulled
  severed
tetanus, lockjaw—"hurt, jaw frozen"
therapy—"go go regular for (type of treatment), will help"
T & A
  tonsillectomy—bent "V" pulled out from throat
  adenoidectomy—bent "V" pulled out from nose
tranquilizer—"pill make calm"
transfusion—"blood" make a motion as if index finger of right hand is being injected into vein of left arm
treatment—see therapy
trifocal—"glasses three; upper look far, middle look near; lower, read"
tumor—"bump not right"

U

ulcer—"stomach bleeding sore"
urine
uterus, womb—"place baby grow"

V

vaccination—see innoculation
virus—"germ inside body cause sick"
vision
  double—"see blur, two"
  peripheral—"see sideways when eyes look straight"
  tunnel—put "O" hands to eyes as if looking through binoculars

W

wart—"little bump, not bad, doctor burn off easy"
wet dressings—"cloth over, must keep wet"

wheeze—"noise chest breathing"
wound—"hurt," "cut," "bruise," "shot" indicate part of body

X

X-ray, X-ray treatment

C. Interpreting in Religious Situations

This section concerns interpreting in churches, Sunday schools, and religious ceremonies in general. Various types of situations an interpreter may encounter are discussed, such as weddings and funerals. The handling of various roles and problems in religious interpreting is also considered. How interpreters in religious setting can upgrade themselves is discussed, and the chapter closes with some examples of how certain religious services might be interpreted.

Each church has its own unique rituals and services, and no two denominations are exactly alike in all respects. For this reason, the procedures offered in this chapter are general and should not be regarded as rigid "rules."

In cities and towns with comparatively large numbers of deaf persons, there are churches where the congregation is entirely deaf and where the pastor is specially trained for this type of work. The utilization of interpreters in such "churches for the deaf" will be discussed briefly. Usually, however, the use of an interpreter in a church usually implies that deaf parishioners make up a minority of the congregation and that the pastor is unskilled in manual communication. Interpreters can also be useful when a church is served by a minister trained to work with deaf persons, but who can only visit the area once or twice a month.

In churches where the membership is predominantly hearing, interpreters can do much for both the deaf parishioners and the hearing as well. First of all, this may be done by an interpreter's encouraging interaction between deaf and hearing church members. This, in turn, can foster a positive image of the deaf group. The deaf members can thus make their voices heard on matters concerning the church as a whole, and can participate in building fund drives, church suppers and other affairs much more effectively. The very fact that they are included in these activities will instill in them a sense of "belonging."

The number of religious interpreters should be increased to the point that deaf persons are able to select a church on the basis of religious convictions. Those denominatons that have focused special attention on the needs of deaf parishioners and trained special personnel for them are commended and urged to continue these efforts. The development of interpreting services in other denominations, however, would open up a greater variety of churches from which the deaf individual and his family could choose. Too often, a deaf person must select his church from among a relatively limited number of denominations which, in his community, either provide interpreters or visiting missionaries. Otherwise, he may attend a certain church because the majority of deaf persons in that vicinity are of a certain faith. Of course, there are practical limits to such expansion. The number of deaf persons residing in the community—especially the number having no religious affiliation due to lack of choice—should be determined by a church that is considering offering interpreting services.

It is possible that more deaf persons would avail themselves of pastoral counseling if an interpreter in whom they had confidence were available at all times. A part-time visiting minister whose residence is 200 miles away, no matter how conscientious he is, cannot be on hand for emergencies. Were local interpreters "on call" in all of the churches periodically visited by such a missionary, the permanent pastor of each could serve deaf parishioners in time of need. (Of course, the interpreter in such instances would want to adhere strictly to the "Code of Ethics" for interpreters appearing elsewhere in this—particularly with regard to "privileged communications.")

Finally, having an interpreter available would make it possible for deaf parishioners to arrange for funerals, baptisms and marriages with greater facility.

AREAS OF RELIGIOUS INTERPRETING

In a church where all members of the congregation are deaf, the need for interpreting services is usually minimal, as a pastor trained in manual communication is available. Even so, the pastor should try to secure or train a "resource" interpreter upon whom he may call in case of illness or absence. The interpreter may also be summoned when the church has guest speakers for, although the pastor may be able to sign his own sermons, he may not be a skilled interpreter. If a resource interpreter is obtained, he should be trained in the use of signs and terminology in the pastor's particular church and denomination. While it is preferable for interpreters to work within their own denominations, this is not always possible.

Sunday school classes for deaf adults and/or children are often found in churches for the normal hearing. Usually, these classes are conducted by lay leaders who can sign or who, when working with children, can conduct oral classes. Should an interpreter be used, he will want to be familiar with these problems and may need to assist the lay leader in finding appropriate material if the latter is not knowledgeable about the deaf.

The need for interpreters is most sorely felt in churches where the majority of the congregation has normal hearing. Given the services of an interpreter, the deaf group in this type of church can become a dynamic, spiritually involved part of the church as a whole rather than remain a passive group that simply uses the church's facilities at irregular intervals.

Most religious interpreting concerns rather sizeable groups and, since services are held on a more frequent basis than other types of general assemblies which might be of interest to the deaf, the interpreter will want to take positive steps to insure that all physical factors are in his favor each time the group meets. The reader is referred to the section on "Physical Factors" for a complete discussion of this important area. However, a few physical factors specifically applicable to religious settings will be covered here. To begin with, reverent demeanor is necessary for interpreting religious services. Makeup and grooming must be even more carefully watched. Hats are often worn by women interpreters in churches, and it is best that they be small, inconspicuous, and without veils that cover the face or eyes.

Seating arrangements, once made, can become permanent and the interpreting itself will become a customary, accepted part of the services. Distraction of the hearing audience is less a factor, for the interpreter is seen every Sunday by the same congregation which, after a time, becomes so accustomed to the interpreter that it learns to accept him as a natural participant in the services.

A low music stand such as is used in orchestras will provide a convenient place for the interpreter's song book, prayer book or Bible. If the slope of the floor or elevation permit, it is best that he be seated for lengthy worship services.

Aside from regular Sunday morning and evening services, there are many other occasions when an interpreter becomes invaluable. Hospital visiting, for example, is an important part of any minister's duties and he may ask that the church interpreter accompany him when calling upon hospitalized deaf parishioners. A patient who is approaching death may be incapable of communicating in signs. Here, the interpreter should be particularly alert for eye movements or other indications that the patient wishes to convey some thought or message to the minister.

To prepare for weddings, an interpreter will want to study carefully the ceremony used in his church. The minister will usually welcome the opportunity to practice with the interpreter so that the ceremony can be performed smoothly. During the ceremony itself, the interpreter should stand at the minister's side so that the deaf couple will be able to see clearly and to repeat the vows without hesitation. If there are deaf persons in the audience, a section could be reserved for them and a second interpreter secured, as it is often impossible to see the "officiating" interpreter from the pews. Arrangements can also be made at wedding receptions for the interpreter to be seated with deaf persons present, if the reception is in the form of a supper or dinner.

A funeral is an occasion where an interpreter is both essential and deeply appreciated. If there are more deaf than hearing people present, the interpreter should stand at the side of the minister as he gives the sermon; but if there are few deaf persons, the interpreter can be seated with the deaf people in a certain section of the room. The interpreter must also take note of the fact that seating arrangements in funeral homes are often different from those in churches. Mortuaries often provide an alcove for the immediate family adjacent to the large room containing the casket. If there are deaf persons in both the immediate family and the general audience, the interpreter should be stationed so that he can be seen by both. If this is not possible, two interpreters can be used—one to remain with the family and the other to be seated with the deaf audience. At the close of the service, some ministers stand at the casket while the people view the body. It is well for the interpreter to be at hand if the minister wishes to speak to any deaf members of the family at this time. Of course, the interpreter should also be available for the final interment at the graveside. The interpreter can also be very helpful when a deaf family is making funeral arrangements with the undertaker.

At this point, it might be well to note that no matter how well-prepared the religious interpreter tries to be, there will be times when he—just like any other interpreter—is plunged into difficult situations without warning. As an example, consider the following anecdote by an interpreter who was trying to see that the deaf parents of the deceased could follow their son's funeral service.

> "When I arrived at the church there were possibly a hundred persons assembled. I found no one who knew of the part I was to take, and not even the minister was there to make any explanation. There were certainly many present, I felt sure, who were not aware that the young man had deaf-mute (*sic*) relatives. It was in a city of over a hundred thousand inhabitants and even the State school for the deaf was not located there. It was an awkward situation. I took my station near the door and when I saw the minister, whom I knew only by sight, I went up to him and made a hasty explanation. I was not sure that he understood the situation exactly, and he certainly did nothing to make by task any easier, for he at once led the procession into the church, reciting the service in a rapid and perfunctory manner and leaving me to shift for myself. By this arrangement I was cut off entirely from my view of the parents by the pallbearers, and even when all had become seated and the minister had resumed the service from the pulpit, I was not in any suitable position or frame of mind for my part. To add to my discomfiture, the speaker was,

> as I saw, very rapid in his utterance, . . . It seemed to me that he fairly galloped through the service on this occasion, leaving me at least a lap behind at the end of every paragraph.
>
> "On the way to the cemetery I was in a hack (*sic*) with three of the members of the fraternal orders . . . (to which the deceased belonged) and I took early occasion to explain the reason of my performance. One to the men remarked, 'Well, I am a member of several orders, but I couldn't for the life of me figure out what kind of a ritual that was that you were putting up. I'm glad you explained.' No doubt there were others present who were equally puzzled." (Caldwell, 1911)

Of course, the interpreter in this case is open to criticism. He could have avoided these problems by remaining with the deaf parents instead of standing with the minister. The point, however, is that it is well for the interpreter to make known to all concerned what he is doing and why.

Sometimes, a group of deaf persons may wish to attend a larger religious gathering. Special evangelical services are one example. The accompanying interpreter should contact those sponsoring the event beforehand in order to facilitate accommodations and to prevent embarrassment. During one large evangelical meeting, an interpreter who had come without authorization and a group of deaf persons were actually asked to leave the auditorium when those in charge felt the interpreter was causing too much distraction!

THE ROLE OF A RELIGIOUS INTERPRETER

The role of an interpreter in a religious setting is difficult to define in a general way, inasmuch as different congregations and different pastors expect different things. Sometimes an interpreter is also a trained lay leader, and is expected to organize and direct activities of the deaf group, conduct choirs in the language of signs, act as Sunday school teacher, and serve as the pastor's representative to the deaf group. In other churches, he remains completely neutral and is expected to do nothing but interpret. In these situations, his role is similar to that of a paid organist, choir director, or director of music. The interpreter's status within the church needs to be carefully defined at the time he begins his work there. Is he to do nothing but interpret services to the deaf and act as liaison for the pastor and the deaf group on other occasions without trying to influence the actions or desires of either? Or is he expected to assume the additional responsibility of advising both pastor and deaf members as to their best interests? Confusion and dissatisfaction can arise on both sides if these things are not clarified in the beginning.

Compensation for religious interpreters is another problem that needs to be resolved by each individual interpreter, minister, and congregation. So much volunteer work is done within churches that some interpreters—especially if they are church members—would be embarrassed if they were offered financial compensation for their work. On the other hand, extensive involvement in church interpreting can be very demanding in terms of the interpreter's time, and can interfere serious with his personal and working life. There is also the consideration that the deaf congregation may prefer to see the interpreter receive compensation rather than be under obligation to him. Furthermore, even though a long established interpreter may neither need nor wish compensation for his religious work, should he move out of town or should the church need to obtain another interpreter for any reason, the new interpreter may view things in an entirely different way and wish to be compensated for his services. The refusal of the first interpreter to accept compensation may be unjust in that it can make the second appear mercenary.

Therefore, it is suggested that the interpreter should not feel he is going beyond the bounds of propriety if, because of his financial circumstances, he is obliged to request reimbursement for this time and/or expenses incurred. This is especially true if the church budget provides for payment of other personnel such as the organist and Sunday school superintendent.

INTERPRETER UPGRADING

The basic language of signs is often taught in religious settings. Members of churches having groups of deaf people are often thrown into contact with the language, and they frequently express interest in learning signs. More harm than good is done if these classes are not expertly conducted, and only *highly qualified instructors* should be employed to teach these classes.

In some situations, an interpreter may be asked to "break in" another interpreter who already is well-qualified in other fields but who has found a need for the ability to do religious interpreting. If the "trainee" is of the interpreter's denomination, instruction should concentrate upon the terminology and signs used within that denomination. Gaertner and Delaney (2) is a valuable source book for religious interpreters. Good practice material in the form of sermons, baptism services, wedding ceremonies should not be too difficult to obtain with the minister's cooperation. A book indicating how Lutheran hymns may be delivered in the language of signs is now in the developmental stages, and is another good reference work (Kosche 4).

Long after advanced training in interpreting has been completed, interpreters should be continually on the alert for opportunities to improve their skills. Perhaps those who do nearly all their work in the same religious settings need to be more alert in this respect than others, for they are more or less interpreting for the same people, week after week, and may be more prone to develop poor habits than those who must often work with new people and are thus required to meet new situations. The interpreter should invite other interpreters to services in his own church to observe and offer suggestions on his work, and should be willing to accept suggestions from the deaf people in his own congregation. Such interdenominational cooperation requires extensive planning and mutual agreement upon objectives.

Because church interpreting frequently involves the same deaf audience and the same interpreter over long periods of time, there is a tendency for them to agree on "impromptu" signs. These signs are "invented on the spot," so to speak. A minister, for example, may give a sermon in which he frequently uses the word "frankincense." According to Gaertner and Delaney (2) frankincense is a kind of a perfume, and perhaps the interpreter will be able to use a sign which commonly refers to perfume in general. On the other hand, it just might be that in order to interpret the meaning of the sermon, the interpreter must differentiate between frankincense and other types of perfume. Rather than spell out the word each time the minister uses it, the interpreter may make the *perfume* sign with the letter "F" on the left shoulder instead of the customary closed fist, meanwhile letting his deaf audience know what he is doing by spelling out the word and making the sign again.

There is nothing wrong with such innovations, as long as they are understood by all concerned. After all, *all* signs were "invented" at one time or another. The impromptu sign might be so good, in fact, that other interpreters will want to know about it. For this and other reasons, some exchange of information among religious interpreters of the same denomination would seem to be desirable. This would bring about a more widespread usage of particularly good religious signs that have appeared in one region. Religious interpreters can thus improve their techniques by exchanging information. It cannot be stressed too often that training is a continuous process.

Summer camps, retreats, and intradenominational conventions and conferences are good places for religious interpreters to meet and exchange notes. In fact, it would be a good idea if interpreters in various denominations could get together and request that time be set aside during the national and/or regional conventions of their church for special section meetings and panel discussions for interpreters.

TERMINOLOGY

The few examples given here indicate how some religious services might be interpreted. Since terminology varies with religious denomination no attempt has been made to provide any comprehensive list of terms.

("Dearly beloved, we are gathered here in the sight of God, and in the
Loved friends, we meet here before God, and
face of this company,) to join together this man and this woman in holy
before this group,
(matrimony; which is commended of St. Paul to be honorable) among all men;
Marriage; that is said by St. Paul to be right
and (therefore is not by any to be entered into unadvisably or lightly;)
requires careful thought before acceptance
(but reverently, discreetly, advisedly, soberly,) and in the fear of God.
and is done with respect, care, good advice, good intentions
(Into this estate) these two persons (present) come now (to be) (joined.)"
in Holy marriage here for join
"M. Wilt thou have this woman *to be* thy wedded wife, to live together
Will you your
(after) God's (ordinance) in (the holy estate of matrimony?) Wilt thou love
under law holy marriage?
her, comfort her, honor, and keep her, in sickness and in health; and,
(forsaking) all others, keep (thee) only (unto) her, (so) long as ye both
leaving yourself to as
shall live?"
"I will."
"N. Wilt thou have this man *to be* thy wedded husband, to live together
(after) God's (ordinance,) in (the holy estate of matrimony?) Wilt thou
under law holy marriage?
obey him, in the Lord, and serve him, love, honor, and keep him, in
sickness and in health; and forsaking) all others, keep (thee) only
leaving yourself
(unto) him, (so) long as ye both shall live?"
to as
"I will."
"Who (giveth) this woman (to be) married (to) this man?"
give for with
"I ----------, (take) (thee) *to be* my wedded wife, *to* have and *to* hold,
accept you ----------, keep,
from this day (forward,) for better for worse, for richer for poorer, in
hereafter
sickness and in health, *to* love and *to* (cherish,*) as long as we both
shall live, (according to) God's holy (ordinance;) and (thereto) I
as in law to this
plight thee my troth."
give you my promise.
"I, ----------, (take thee) ----------, *to be* my wedded husband, *to* have and
accept you
***to* (hold), from this day (forward,) for better for worse, for richer for**
keep hereafter
poorer, in sickness and in health, to love, cherish* and to obey, in the

---

***Sign *keep* and circle it from right to left.**

Lord, till death (us to part,) (according to) God's holy (ordinance;)
separates us as in law
and (thereto I plight thee my troth.")
to this I give you my promise.
"With this *ring* I thee wed, and (with all my worldly goods I thee endow,)
wed you all my worldly things I give you.
in the name of the Father, and of the Son, and of the Holy Ghost. Amen."

BENEDICTION

"Lord bless thee, and keep thee: Lord make his face (shine) upon
you, and take care of you, radiant
(thee), and be (gracious) (unto thee:) the Lord lift his (countenance)
you kind to you face
(upon) (thee,) and give thee peace. —Num. 6: 24-26."
to you

INTROIT

"Ps. 26. Hear, O Lord, my (call;) (be) my helper: (forsake) me not:
prayer become leave
(despise) me not, O God my Savior. The Lord is my (light) and my
reject leader
(salvation;) (whom should) (I fear?) (Glory to be to the Father,) Son,
saviour I fear none. Praises high Father
and Holy (Spirit.) (As it was in the) beginning, (is) now, and (ever
Ghost ever since still always
shall be,) world (without end.) Amen.—Hear, O Lord, my (call; be)
future always lasting prayer, become
my helper: (forsake) me not: (despise) me not, O God my Savoir."
leave reject

23d PSALM (Funerals)

Lord is my (shepherd;) I shall not want
sheep-keeper
(He maketh me lie in green: He leadeth me beside
He make me lie in green-grown lands, he lead me near
the still waters.)
quiet water flowing.
He (restoreth) my soul: He (leadeth me in the paths of righteousness
give again lead me in right way for
for His name's sake.)
his name.
(Yes, though I walk through the valley of the shadow of death, I
True, no matter I walk through valley in dark and near death, I
will fear no evil: for Thou art with me; Thy rod and Thy staff comfort me.
fear no evil, because you with me;
Thou (preparest) a table (before) me (in the presence of) (mine) enemies:
prepare for in front of my
Thou (anointest) my head with oil; my cup (runneth over.)
baptize overflows
(Surely goodness) and (mercy) (shall) follow me all days my life:
true good pity will
and I will (dwell) in house Lord (for ever.)
live always stay.

MANSIONS (John 14: 2-4)

In my Father's house many (mansions:) if not (so,)
buildings true
I (would have told you.) I go prepare place for you.
will tell you.
And if I go and prepare place for you, I will come again, and
(receive) you (unto) myself; that where I (am, there ye may be also.)
accept in live, you, live same.
And (whither) I go (ye) know, and (the) way (ye) know.
where you that you

D. Interpreting for Job Placement

Interpreting in the area of job application, employment, and placement involves unique responsibilities on the part of the interpreter. He will often find himself playing a double role—attempting to serve as a guidance counselor as well as an interpreter. Nevertheless, interpreting in this field can be a most rewarding experience. An interpreter will have the personal satisfaction of knowing that by helping a deaf person to find employment, to retain his job, or to receive vocational training, that he is also helping him to gain or to retain the economic independence that he so highly values. All too often, the deaf adult is unemployed, underemployed, or unsuitably employed because he either does not know that employment services exist, or, if he is aware of them, does not know how to utilize them.

All deaf people, even the highly verbal, know how personally advantageous it can be to have the services of a good interpreter when involved with serious employment problems; however it is the large segment of the deaf population whose educational and cultural spheres are restricted who have the greatest need for the services an interpreter can provide. Appeals for services may come directly from these deaf individuals themselves, from their families, or from the agencies that are attempting to assist them with their employment problems. These appeals for interpreting services usually come after one or more negative and frustrating interviewing experiences.

Families frequently find that they are ineffective as interpreters because of lack of depth in their communication with their deaf member. This can be as true for a family that has an orally oriented deaf member as in a family where the deaf member is manually oriented.

The majority of deaf persons an interpreter will usually serve have intelligence within the normal range. It is the psycho-social factors and the communication gap brought on by long-sustained deafness that makes their need for interpreting services especially acute. They, along with the better endowed deaf person may need assistance from an interpreter in going through the mechanics of job application, being interviewed, and applying for vocational training. With extremely low-verbal deaf persons the interpreter will, at times, need to resort to gross gestures, pantomime, and dramatic facial expression in order to bring about understanding. He may also need to be able to lipread in order to serve the orally oriented deaf person whose speech is not distinct.

An interpreter who is extremely effective in employment situations with low-verbal persons may not be able to do translating for a highly verbal person, and vice versa. Each type of interpreter should assess his particular competency and use it accordingly.

The inexperience of many young deaf adults with interviewing situations will sometimes leave the interpreter with the responsibility of setting an example in both dress and behavior. It would be well for the interpreter to become acquainted with the deaf person and to have a good understanding of the interview itself in order that he may offer suggestions as to how the greatest possible good may result from the coming interview. Rapport will also be established at this preliminary session and a sense of ease can be developed that will have value in the interview.

A good impression made by the interpreter will often place the applicant in a much more favorable light with the interviewer and enhance the possibility of employment. The interpreter can also exert a positive influence by an appropriate show of knowledgeableness about deafness and of the person for whom he is interpreting. In an interview, the interpreter should draw attention to the communication skills that the client does have whether they be good speech, lipreading ability, or skill in written communication. The interpreter can often do this by having the deaf person speak for himself and lipread in parts of the interview if the individual has a level of skill in these areas that would further his chances of obtaining a job.

Compensation for interpreters in employment and job placement situations is a problem. A deaf adult who is seeking employment or training for possible employment is not ordinarily in a position to pay for the services of an interpreter. Much of this type of interpreting is done by social agency workers and ministers to the deaf. The expenses involved are normally borne by the agency, church, or some interested individual. It is possible that arrangements may be made whereby the Division of Vocational Rehabilitation will underwrite interpreting services in certain training situations if the cost of the necessary interpreting services to the individual should make training prohibitive.

It should be mentioned here that lack of social sophistication and knowledge may make some young deaf persons seem unappreciative of the vast amount of services that are given them. This should be taken for what it is, a lack of knowledge of what is expected. In many cases, this response is the end product of a lifetime in which family, school, and society have unconsciously fostered dependence. Pride of self-sufficiency, and the material rewards of work will correct this attitude and bring on greater social adequacy.

INTERPRETING IN SPECIFIC EMPLOYMENT AREAS

Interpreting in vocational rehabilitation counseling situations. In the area of vocational rehabilitation counseling, the interpreter may work mostly with the low-verbal or the average deaf person. The client may be of any age but he is more likely to be a young adult who has had little or no employment experience. In order that an interview be as fruitful as possible for a deaf client, the interpreter should determine through a telephone call or a personal visit with the counselor just what information will be needed.

Professional rehabilitation counseling is preferably nondirective and a client, if he is able, is encouraged to make his own decisions with the help of expert counseling. With the uninformed, inexperienced deaf client, especially one of low-verbal ability, this is not possible. The skillful transmission of a client's attitudes, feelings, desires, interests, and aptitudes to the counselor by the interpreter will provide the counselor with the material that he needs to plan a program of rehabilitation for the client. By providing this necessary information through expert reverse interpreting, the interpreter is contributing a vital service. The interpreter must also try to make the client understand the viewpoints required of a professional rehabilitation counselor and the policies of this particular office.

At times, the interpreter may have difficulty in transmitting the counselor's professionally worded messages to the client and the client's poorly and inadequately expressed statements may pose just as much of a problem for relaying to the counselor through reverse interpreting. Experience and insight into the particular needs of a given situation should make counseling situations easier to handle.

Although the interpreter should remain as impersonal and disinterested as possible throughout an interview, the client's nonparticipation may call for a certain amount of decision making by the interpreter. He will ordinarily do this to protect the best interests of the client. Once a decision has been made, the interpreter will want the counselor to give a thorough description of the training situation or job placement that has been arranged and familiarize the client with the overall situation. This will include a description of the locale, training procedure or job requirements, living and travel arrangements, company policies governing wages, vacations, sick leave, fringe benefits, and so forth.

It should be determined before an interview whether the client can speak or read and write well enough to make his own replies. He should then be encouraged to use his particular communication skills.

Evidence of a deaf person's ability to communicate may be the deciding factor in favorable placement.

In summarizing the role of the interpreter in this area, it should be stressed that frequently large outlays of money are involved for training purposes. The district office that the counselor represents will be reluctant to see this money misused. They will want assurance that training will result in employment for the client. If the interpreter shares the responsibility of making the training decision, he may wish to consult someone else or, if he is hesitant about assuming any responsibility for a decision that may have profound effect on a deaf person's life, he may ask to be relieved of his interpreting responsibilities or else suggest that a better qualified interpreter be employed.

Interpreting in state employment offices. Many of the interpreting skills and procedures that were described for the rehabilitation counseling area also apply to interperting for State employment office services, but the interviewing situation will be less demanding because it will not involve training. State employment offices are, however, an important area for the average deaf person and one in which he frequently does not receive services equal to those given the normal hearing client. The services of an interpreter can do much to correct this unintended injustice. One manner in which the interpreter can do this is by providing assistance with the completion of the registration form. This requires skillful interpretation of the terms used in the form. It is most important that all possible information be given as this format determines how the counselor will assign a job classification to the client. For example, if he has an employment record that permits him to be classified as experienced, his chances of placement are much greater.

If at the time of the interview at the employment office it is determined that a suitable job is available, the interpreter should give as accurate and complete a description of the position as is possible. If it is desirable that the interpreter accompany the client to his prospective place of employment and it has been ascertained that the prospective employer will not object to his presence, the interpreter should ordinarily make arrangements to do this.

Interpreting in interviews involving unemployment compensation. State employment offices also serve as clearing houses where an unemployed person may register for and collect unemployment compensation benefits. The registration form used is a rather complicated one and an interpreter can do a great service by going over the form carefully with a client and interpreting the terms used and in seeing that the form is correctly completed. He should also explain the rules and regulations that govern the distribution of benefits and see that the client understands which day of the week he is to make regular appearances at the office.

A much more serious responsibility in this area will involve interpreting for a deaf person who wishes to appeal decisions to an unemployment compensation board or to answer complaints that may have to be settled in court. If the interpreter is qualified to interpret courtroom proceedings, he may do so if the court approves. Legal interpreting is treated elsewhere in this manual.

Interpreting in public welfare offices. An interpreter may be asked to accompany a deaf person to tax-supported welfare offices to apply for financial assistance. In some locales, a welfare recipient is expected to work on job assignments such as county road maintenance, in order to receive his monthly checks. This is especially true if the person is able-bodied.

It is highly likely that the prospective welfare recipient will be a low-verbal deaf person. For this reason, the interpreter will need to be certain that the applicant understands everything that is involved in receiving public assistance. For example, the deaf person may need to sign over his life insurance or the title to any property he owns in order to be eligible. If this is the case, the social worker interviewing the applicant will explain these things and the interpreter must make certain that they are completely understood by the deaf applicant. The interpreter's responsibility here is a particularly grave one, as misunderstandings can have serious legal and economic repercussions.

Interpreting in job application situations. The general procedures that were given in the section on State employment offices and vocational rehabilitation counseling apply to this area also. The interpreter will more often than not be assisting a deaf person who is applying for an unskilled, a semi-skilled, or service type job. Job application will ordinarily entail completion of an application form followed by a brief interview. Occasionally, a job placement may materialize immediately. In this case, the interpreter will want to give the deaf person a good knowledge of the demands and expectations of the job and any other information that will assist him in making a good start.

Large industrial firms often use intelligence tests involving the use of language for screening applicants. Although the tests given for production workers are only moderately difficult, the average deaf person may fail to make a passing grade, not because of lack of intelligence but because of the language deficiency he has due to his deafness. The interpreter can help to give a deaf applicant at least a fighting chance by explaining this deficiency and by asking for permission to interpret the test directions and the sample questions that are usually given. Generally, this permission will be granted. In case the deaf applicant should perform badly but be known to the interpreter as a good worker, the interpreter may elicit this information and appeal for special consideration and that the applicant be employed on a trial basis.

Employment—related interpreting in private interviews. Interpreting in private interviews will most often concern a specific job for which a deaf adult has applied. An employer may be hesitant about hiring a deaf person and wish to have more background information and an opportunity to observe the applicant. If a deaf person has asked an interpreter to accompany him to an interview, it would be wise for the interpreter to make certain that his presence will be acceptable to the interviewer. This can be determined by making a telephone call well beforehand. The interpreter should see that the applicant is well-groomed, that he is aware of the purpose of the interview, and of the importance of making a good impression. The interpreter's own appearance and manner will also be a factor in determining the success of the interview. In making a good impression himself, he will be creating a receptive atmosphere for the deaf applicant and be better able to bring into focus many of his positive values. The interpreter may speak briefly on the subject of deafness in general and present specific instances of successful employment of the deaf if the interviewer should show interest in such information.

Interpreting in civil service testing situations. 1. Interpreting in a United States Civil Service testing situation. Interpreters should be aware that the U.S. Civil Service Commission with assistance from the Vocational Rehabilitation Administration has made some limited arrangements for special examining procedure for handicapped competitors. Under some circumstances, the Civil Service Commission provides interpreters for deaf competitors. A qualified Civil Service examiner trains the interpreters in the administration of the tests whereupon the interpreter may use a device to clarify the test directions such as paraphrasing, demonstrating, and so forth. The deaf competitor is given as much time as he needs to arrive at a full understanding of the task to be done in order that he obtain his maximum normal performance. Regular verbal abilities tests are sometimes waived and substituted by another set of tests which determine the deaf competitor's potential, independent of his language handicap. A transmutation table merges the register for the deaf and nondeaf and places the deaf in a more favorable position for placement.

A deaf person who is inquiring about these tests may wish to have an interpreter along. Such an experience will be a distinct advantage to the interpreter who plans to make himself available for testing situations. He will have firsthand opportunity to learn all he should know about this relatively new special examining procedure.

2. Interpreting in State Civil Service testing situations. The application forms for these tests are apt to prove too complex for the average deaf person to complete without assistance. An interpreter, whether deaf or hearing, can provide invaluable help in completing these forms and by preparing the applicant for the testing procedures. For example, he should see that the applicant understands where to go for a test and that he must have his test announcement slip and Social Security card with him or run the risk of not being admitted to the test area. Although no State has yet made adequate arrangements for special testing procedures for deaf persons, some States do permit an interpretor to accompany the deaf competitor to the test location and interpret test directions. Whether or not the interpreter will be allowed to remain during the test and to interpret directions as they appear on the test will vary from situation to situation.

Interpreting in employment situations involving grievances. As with the normal hearing worker, the grievances of a deaf workman may be real or they may be imagined. In any case, to facilitate employment continuance, it is important that grievances be resolved. If a complaint involves dismissal, it is a most serious situation for a deaf adult because he often has limited opportunities for other employment.

The interpreter should listen very carefully to the deaf person's version of the circumstances that led to his dismissal and then get the employer's story. If it seems that the deaf workman was dismissed unfairly or that there were misunderstandings that could easily be corrected, the interpreter should make arrangements for an interview with the employer and help the deaf workman to make the best possible presentation of his case. Quite often, his job will be returned to him. If the deaf person is not reinstated, the interpreter should see that he informs his State employment office and that he registers for employment services.

When grievances come from a person who is still employed, the interpreter should ascertain just how much is due to poor job adjustment, and how much to misunderstandings caused by communication difficulties. Usually, he will then be in a position to explain company or shop policies or factors that govern a given work area and which the employer had assumed were known to the deaf employee. Many grievances over discrimination and unfavorable working conditions will vanish once the deaf employee is made to understand that there is nothing personal about the treatment he is receiving.

Interpreting in training situations. 1. Interpreting for coursework in universities or vocational schools. In this setting, the interpreter will generally be doing straight translating for deaf adults of moderate to high level verbal ability. For this, he will need to be an excellent fingerspeller.

Training situations that require interpreting and no translating will be somewhat more demanding. For one thing, the danger of intrusion on the attention of the class will be greater. Through experimentation, an interpreter or a translator will discover techniques to maximize his presentation and yet keep himself and his client well in the background. An important side service an interpreter can provide is to help the deaf student become an active participant in class discussions through careful "reverse" interpreting. The deaf student will have the pleasure and privilege of contributing his views, a class activity that is usually denied him.

2. Interpreting in in-service training situations. Interpreting for in-service training situations will require mostly the same interpreting skills that have been discussed. On occasion, in-service training may also require performance on machinery or use of equipment and the interpreter's responsibilities will extend to explaining the various functionings of a particular machine or piece of equipment, guiding the deaf trainee in practice operation and providing operational terminology. In this kind of situation, the interpreter will have the satisfaction of knowing that he has helped a fellow being advance a step on the employment scale, and accomplishment that might have been all but impossible without his interpreting services. As was emphasized at the beginning of this section, interpreters who offer their services in the employment area assume unusually great responsibilities. In the course of their varied interpreting activities, they will tend to become authorities in this area as it applies to deaf persons. It is to be hoped that these interpreters will use their acquired knowledge to educate employers, agencies that serve the deaf, and the general public, about the special needs, strengths, and employment potential of the great majority of deaf persons.

TERMINOLOGY

Employment terminology is being limited to those words and terms for which no known signs are available. A list of these employment words and terms with suggestions as to how their meanings may be interpreted in signs to the low-verbal deaf person is offered below. It would be understood that there may be other and better ways to interpret these words and terms and that the suggestions given are intended only as a guide.

A

Absent from work—work, gone
Absent without leave—work, gone, no tell boss
Accident—happen (pause) you hurt
Annual leave—every year, vacation
Appointment—must come time
Aptitude—work (pause) can do
Average—same all over (using both hands)

B

Benefits—other things company gives you
Bonus—good work, money more
Boss—boss first

C

Client—man who come apply work
Company—place work
Cooperate—work linked together
Coworker—other people work with you

D

Date—now—what day? (or) when that day?
Day off—day vacation
Dependents—children, wife—anyone else live with you? You pay eat, sleep?
Deduction—money taken off
Disability—deaf, blind, crippled—
Discharge—same sign as for "forgive" but just one more sweeping motion
Double pay—earn twice
Draft—soldier
Dues—money fine

E

Earnings—money earn
Exemptions—you pay eat, sleep for children, wife? You pay less tax.

F

Fare—ride bus, cost
Fill out—put down, put down
First aid—doctor
Foreman—boss; assistant
Former employment—where you work before?

G

Gate pass or badge—in show badge
Get along—good friends with all people

H

Handicap—deaf, blind, crippled
Holiday leave—day vacation, no work, earn same (or)
Holiday with pay

I

Identification card—who you? prove show (use sign for card)
Idle—vacation
Income tax—money earn, fine
Independent—no depend anyone, self
Information—must tell various things about yourself
Interview—sit and talk, questions, discussion

K

Keep on—stay on, don't stop

L

Landlady—you pay that woman for your eat, sleep
Landlord—you pay that man for live his house or apartment

M

Marital status—you married? Married before?
Meals—eat morning, noon, night

N

Nationality—What you born? English? French? German?
Nickname—all name you what? Fun name—always name?

O

Opening—job, bare
Operate—work or use
Oversleep—sleep, sunrise
Overtime—work over
Owner—Co. all over—that his

P

Parking lot—car park
Part-time—not work all time
Pension—old 65, work stop, money subscribe
Permanent—stay
Personnel Office—where apply work—that
Piece work—get pay for each—fast work, more pay
Pocket money—pocket money for bus, coke, coffee, cigarettes
Previous job—what work before?
Probation Period—you try work—show good—boss watch you

Q

Quality—good—bad—fair
Quota—how much work you must reach

R

Rate of pay—how much earn hour
Reason for leaving a job—you quit? why you fired?
Reference—where you work before? what boss name?
Responsible—good judgment always, accepts work
Retire—old 65, stop work
Room and board—sleep, eat

S

Seasonal—not all year around (can then refer to season in question)
Sick leave—you sick, can vacation
Slack—work going down (both hands spread out making a slow downward motion)
Support—you pay all (eat sleep clothes various)

T

Take time off—idle for a while
Temporary—for short time, not stay
Time and a half—work after time finish or Saturdays—money earn more
Transient—(make hopping around sign)
Transportation—(Back and forth sign)

U

Unemployment Compensation—UC or UI (depending on regional custom)
Union—club you join, pay dues, protect you.

V

Vacation with pay—vacation, earn same.

W

Wages—money, earn

E. Interpreting in Counseling and Psychotherapeutic Situations

One of the major paradoxes resulting from deafness is directly related to interpreting. The paradox is that by adding additional tension and frustration to life, deafness increases the likelihood of emotional problems while at the same time it often creates a communication problem that closes the door to treatment. The relationship of interpreting to this dilemma is that through the services of an interpreter the communication problem can be overcome sufficiently to open this door, i.e., make it possible for the deaf person to obtain the counseling and psychotherapeutic services which he may need and to which he is entitled.

Unfortunately, the acute need for interpreters in the mental health field is largely unrecognized. Yet it is critically important that interpreters and the public be aware of this need and for that reason three aspects of it will be briefly discussed. First, studies show that mental hospitals have a disproportionately large number of deaf patients, not because more deaf persons are committed to these hospitals but because fewer are discharged; the reason being that the deaf patients generally receive only custodial care and little if any treatment. They do not get treatment due to the fact that interpreters are not available or are not used and there are rarely any professional staff versed in manual communication. Secondly, deaf people with emotional problems avoid mental health clinics, counseling centers, or similar facilities because their contacts are likely to prove unsatisfactory or frustrating due to the communication barrier. Though they are as entitled to the use of these services as hearing people are, the lack of available interpreters or professional staff who can use manual communication forces them to rely on well intended but often misleading advice from friends or to receive no help at all. Thirdly, in court commitments and other similar situations, diagnoses of the nature of the emotional disturbance or lack of such diagnoses is often a crucial factor in determining whether the deaf person is to be hospitalized, released, treated as a criminal, or given chemotherapy or electric shock therapy. It is a common injustice suffered by deaf persons that diagnoses, placement, and treatment in their cases is often made without an interpreter present. This means that the deaf person's case is often decided though neither he nor those determining his fate have communicated in the manner necessary to arrive legitimately at such a decision. The fact that responses of deaf persons are apt to be misunderstood, especially when conventional psychological tests are given, compounds the problem. The frequency with which pastors, educators of the deaf, and others locate deaf people who have been incorrectly placed in hospitals for the retarded or for the mentally ill emphasizes this general problem.

Basic Factors Underlying the Use of Interpreters in Counseling and Psychotherapeutic Settings

There are certain basic factors of counseling and psychotherapy that bear important relationships both to the nature of the interpreting process and to the language level of many deaf people. These factors and relationships will be clarified before discussing specific problems of interpreting in psychological settings.

Psychological treatment, be it counseling, psychoanalysis, group therapy, or conventional psychotherapy, is by nature an abstract verbal process. The language of signs and fingerspelling can convey this process linguistically and conceptually to well-educated deaf individuals through the use of a skilled translator. However, for the many deaf persons who do not have an advanced level of verbal language and who must rely extensively on the language of signs plus the limited number of terms they can understand when finger spelled or spoken, much of the abstract verbal exchange of psychotherapy is totally lost or else is distorted by over-simplification. When this loss or distortion occurs, it inevitably limits the effectiveness of therapy and in some situations has led to serious misunderstandings resulting in unfortunate outcomes.

A second characteristic of counseling and psychotherapy to be considered when discussing interpreting is that if the process is to be successful it must involve a very close personal relationship between client and therapist. The presence of an interpreter, regardless of his skill and sensitivity to the feelings of the deaf client and the therapist, is essentially an intrusion in this relationship. Though his services may make treatment possible for a deaf person who could not otherwise obtain it, at the same time it must be recognized that therapy under these circumstances is a far more difficult process.

A third basic factor to be considered is the deaf person's attitude or "set" toward the counseling or psychotherapeutic process. The popularization of psychology through mass media and academic instruction is such that most normal hearing persons have at least a general orientation to what a psychotherapist is and what treatment involves. Many deaf people lack this. They may have been told, and teachers in schools for deaf children occasionally do this, that the psychologist is "a mind reader who can tell what they are thinking." Were this true the traumatic prospect of meeting such an individual would frighten any but the most desperate and anxiety ridden from seeking treatment.

Another contributing factor involved in the attitude of some deaf persons towards counseling or psychotherapy is a certain wariness towards hearing people that is often the legitimate outgrowth of past ridicule or injustice. This understandable feeling is more prevalent among deaf persons than is generally realized. Other frequently encountered attitudes are the expectation of a magical cure, an anxiety about unknown aspects of treatment, and a general feeling that therapy is actually a form of being "preached to" or of being "told the answers."

The final factor to be considered by interpreters in trying to understand the deaf person in a psychological or psychiatric treatment setting is that many deaf people with emotional problems have strong negative feelings toward anything connected with hospitals or clinic related services. The feeling in the deaf client may result from the extensive medical care related to his hearing loss and the illness causing it, the frequent testing of deaf children in schools, and the fact that hospitals, testers, and clinics rarely take the time to explain to the deaf person why or what they are doing to him.

SPECIFIC PROBLEMS AND ISSUES OF INTERPRETING IN PSYCHOLOGICAL AND PSYCHIATRIC SITUATIONS

Interpreting for deaf persons who have well developed language skills. It is essential in interpreting for a deaf person who has good command of English that the interpreter (or more exactly the translator) relay verbatim all communication between therapist and patient. To fail to do so is to be both negligent and unethical. As this kind of interpreting requires extensive fingerspelling and can become tedious, interpreters must guard against the temptation and frequent practice of altering or abbreviating what is being discussed.

In cases in which the deaf client has usable speech and lipreading skills, direct communication with the therapist should be encouraged whenever advantageous. Often the interpreter may be needed only when confusion arises or else he may supplement the client's speech reading leaving the client to do his own talking. Sometimes as treatment progresses and the therapist and client become more familiar with one another's ways of communication, the interpreter may no longer be needed and writing can be utilized by both the client and therapist on the occasions when misunderstanding arises.

Interpreting for deaf persons who have a low level of language skill. Though many people who are deaf have developed a good command of language, many have a marked deficiency in verbal expression which is so great as to make literal or verbatim interpreting in a psychotherapeutic situation totally impractical. Neither understanding nor therapy would result.

When this is the case, the interpreter has the responsibility of rephrasing, simplifying, or in many instances doing his best to approximate what the therapist and client are trying to say to one another. He must be able to take the complex (and to the low verbal client, incomprehensible), jargon of psychology and psychiatry and restate it in the language of signs. This language frequently lacks the adequate symbols needed to accommodate such abstract technical terminology. Then when relaying the client's statements to the therapist, the interpreter must be able to convert the idioms of the language of signs into verbal terms that accurately transmit the concepts the deaf client is expressing. This task is extremely difficult and cannot be done by many interpretors with a skill that does full justice to the deaf person of low verbal ability in the treatment process.

Interpreters who plan to work in psychological or psychiatric settings need both a fluency in the language of signs and an understanding of psychotherapy if they are to function satisfactorily with low verbal deaf people who are receiving intensive treatment for serious emotional problems. Less skilled interpreters are acceptable for short-term counseling, intake interviews, and other simpler forms of treatment and psychological service. However, great care must be taken to assure that well intended but unqualified interpreters are not used in complex psychological and psychiatric therapy with low verbal deaf people, because misunderstandings in treatment can lead to irreversible damage to patients and their families.

Special physical factors to be considered in psychotherapeutic settings. The interpreter should sit near enough to the therapist to permit the client to see both of them with ease. This helps the deaf person to understand the mood and feeling of the therapist and to try to develop the closer interpersonal relationship that is necessary for the best possible treatment. Lighting should be soft and free of glare assuring a clear view for everyone. It is especially important that the deaf person not be facing a bright window or that the therapist not have his back to a window because this creates a silhouette around his face and hands. Telephone interruptions are particularly annoying to deaf clients, not only because they cannot understand what is being said, but perhaps because nothing symbolizes the frustrations of deafness to a deaf person more than the inability to use a telephone. In view of this, great effort should be made to avoid telephone calls during treatment sessions with deaf patients. A final physical factor interpreters should give consideration to is furniture that interferes with interaction. A deaf client depends upon a full view of the person with whom he is communicating in order to maximize his understanding of the mood, feeling, and response to the situation. An interpreter or therapist prevents this and handicaps treatment by placing a desk or other obstacle between himself and a deaf client.

Responsibilities qualified interpreters have in orienting therapists who are unfamiliar with deafness and its ramifications. Before treatment is begun, it is advisable that the interpreter meet and talk with the deaf client long enough to establish some evaluation of his level of language functioning. This conference should be followed by a conference between the therapist and interpreter in which the following general factors are discussed as they relate to the specific client who is to receive treatment.

1. The level of verbal communication possible considering the language of the client, the limitations of the language of signs, the interpreter's ability, and the general background of the client.

2. The fact that the client nods his head, smiles, or in other ways conveys the idea that he understands does not mean communication has actually taken place. Nor does the fact that both the interpreter and the client fingerspell and sign assure understanding. *It is the therapists' responsibility to verify the degree of understanding by asking questions and directing the dialogue of treatment so that he is certain of the extent to which full communication has occurred.* The importance of this cannot be over emphasized, and the interpreter should make certain the therapist is aware of it.

3. The confusion and disassociation reflected in the writing of low verbal deaf clients rarely if ever indicates an equally deranged thought process. It is usually only the result of his language deficiency. Therapists unaware of this have been known to equate the written language of low verbal deaf persons with that of the schizophrenic and diagnoses have been based in part on this confusion.

4. Psychologists, psychiatrists, and other mental health practitioners often confuse the low level of language development of some

deaf persons with a lack of intelligence. Interpreters should correct this misconception and point out that there are brilliant deaf persons who are not fluent in verbal communication.

The problem of the interpreter going beyond the responsibilities of interpreting in psychotherapeutic situations. Everyone regards himself as a psychologist and as a person uniquely perceptive of the behavior of others. For interpreters in psychotherapeutic situations this may lead to their interjecting into the therapy their own opinions, diagnoses, and recommendations. This is not only unethical, it is dangerous. It means that the deaf client is taking what the interpreter is saying as the word of the therapist. The therapist in turn is forced to operate under the false assumption that his statements, not those of the interpreter are determining the client's responses.

It is not just the tendency of the interpreter to regard his views as having equal or more psychological merit than those of the therapist that lends to this "editorializing" by the interpreter. The interpreter generally knows much more about deafness and certain traits characteristic of some deaf persons than does the therapist. In addition, he may have protective feelings about deaf people based on having seen the damage which can be done by well intended but unknowledgeable hearing people. These conditions, plus the fact that treatment involves the therapist upsetting the client by probing into highly personal subjects, all combine to offer a tremendous temptation to the interpreter to enter into the direction of the treatment process and not just interpret it. This is even more harmful, and equally as illogical as it would be if the non-signing therapist tried to change roles with the interpreter. Even though the therapists will eventually become aware of this "taking of control" by the interpreter, the harm will have been done and it may be irreversible or at least be wasteful of the deaf client's time, money, and emotional resources. Unfortunately, this is most likely to happen in cases of treatment with the low verbal client where the interpreter has to rephrase, paraphrase, and in general alter the communication process even when he is not trying to inject his own views.

The only way this problem can be handled adequately is for the interpreter to recognize the danger and resist the temptation to take control. If he wishes to express his views, this should be done with the patient's consent, but in consultation with the therapist when the client is not present. If the interpreter speaks when he signs, and the deaf person shapes his words on his lips an alert therapist can detect inaccurate interpretations and the interpreter will be less likely to take such liberties. In the final analysis, however, the responsibility rests upon the integrity of the interpreter.

The responsibility of the interpreter in establishing rapport in psychotherapy. One of the most important aspects of psychotherapy is the development of an attitude by the client of trust, confidence, and warmth toward the therapist. In the case of a deaf client using an interpreter, these same feelings must be present with regard to the interpreter. Anything the interpreter can do to convey an attitude of friendliness and understanding is helpful in developing this.

Interpreting for deaf clients who do not understand fingerspelling or the language of signs. There is a significant number of deaf people, especially students or young adults, who do not know fingerspelling or the language of signs. Some individuals with this background are skilled in speech and lipreading and these media plus writing are of greater value to them than an interpreter in psychotherapy. However, there are definite limitations inherent in oral communication itself and as practiced by many deaf persons who do not know the language of signs. These limitations should be determined on an individual basis by a person qualified to do so and then explained to the therapist before treatment is begun. Deaf persons who do not understand manual communication and who lack adequate ability to communicate orally may depend solely upon writing, but this generally proves too tedious a process for anything other than short term counseling or interviewing. If the deaf person is unskilled in oral, manual, or written communication, conventional psychotherapeutic treatment methods offer little help.

Concepts common in psychology are difficult to express in the language of signs. The field of psychology is relatively new and little effort has been made to relate it to deaf people. As a consequent of this and the abstract nature of much of psychology, there are no symbols in the language of signs for many of the terms that are commonly used in the treatment of the emotionally disturbed. These abstractions present an especially complex problem to interpreters. When the educational level of the deaf client does not permit a verbatim fingerspelled translation of the term and the language of signs lacks an appropriate symbol, the interpreter will find the following techniques helpful.

1. Explain by example—

The use of several examples familiar to the deaf client will often aid in conveying the meaning of an otherwise incomprehensible term. The word *displacement* is often used in treatment. While it cannot be signed, it can be clearly exemplified by citing actual instances from the history of the client that involve displacement.

2. Explain by analogy, parallelism or metaphor—

Sometimes when a concept is not directly translatable, it can be illustrated allegorically. Often these kinds of explanation are preceded by the sign for "idea" or the sign for "same". For example the complexities of interpreting in marriage counseling may make it difficult for a deaf husband to understand how some aspect of his behavior is psychologically harmful to his wife. However, if by analogy he can be made to see the effect on him of this same kind of behavior on the part of his wife, the concept becomes more readily understood. Good teachings has always utilized these techniques, but they are particularly valuable in interpreting.

3. Repeatedly establish time concepts—

Much of conventional therapy involves an examination of different periods in the past life of the client. Aspects of behavior from these periods are then cited to help the client understand present behavior. This relating of past events to what is happening in the present often leads to confusion unless the interpreter is careful to emphasize the time element repeatedly.

The use of family members or personal friends as interpreters. The shortage of qualified interpreters is so great that deaf persons seeking help for emotional disturbances may often enlist the aid of friends or relatives as interpreters. The nature of psychotherapy is such that this should be avoided if at all possible because it leads to many problems and generally decreases the effectiveness of treatment. Just as a normal hearing person usually seeks a therapist he will not be seeing at social or family affairs, the deaf person should have the right to a similar separation of these two aspects of his life.

Pastoral counseling interpreting situations. Generally, interpreting in a pastoral situation involves strong emphasis on values and ethical positions. It is very difficult for even the most well-intended interpreter to do justice to the interpretation of ethical concepts contrary to his own. Therefore, interpreters in pastoral counseling should ideally be of the same or similar religious beliefs as those for whom he is interpreting.

Remuneration. It is difficult to set fees for interpreting services. However, it is well to bear in mind that treatment is an expensive process without adding interpreting cost and consideration should be given to the deaf clients financial burden in this matter. The amount of the fee and responsibility for paying should be clear to all concerned before treatment begins.

Confidentiality. Every word that transpires in treatment is absolutely confidential and any violation of this trust is a flagrant breach of ethics. In the small and confined society in which deaf clients must live, this is of particular importance. Confidentiality must often be emphasized not only to the interpreter but also to deaf clients who in some cases may be inclined to discuss their treatment with friends.

Side Conversations. Often the therapist and interpreter are tempted to carry on uninterpreted private conversations or engage in asides in the presence of the deaf client. This is rude and inconsiderate. It hurts the deaf person, justifiably arouses his suspicions, and makes him angry. If a discussion between the therapist and interpreter is in order, it should be held before or after treatment sessions when the deaf person is not present, but with his knowledge and permission.

Changing of interpreters during treatment. If treatment is to be extensive depth type therapy, it is most important for the relationship that interpreters not be changed. An interpreter who assumes the responsibility for interpreting for a deaf person entering this kind of treatment should ideally be prepared to continue until the process is completed.

Encourage all possible direct interaction between the therapist and client. The interpreter should make every possible effort to keep himself in the background of the interaction between the therapist and client. For example, the deaf person should use his speech if he and the therapist are willing. Also, social amenities such as offering of an ashtray, chair, etc., should be extended by the therapist, not the interpreter.

Interpreters must be understanding of the deaf person's problem in communication. Often interpreters who may have gone to great lengths in trying to convey an idea become openly exasperated when the deaf client fails to understand. Such a reaction is most humiliating for the deaf person and reflects a lack of sensitivity on the part of the interpreter. This is inexcusable behavior toward a deaf client in treatment.

Use of deaf interpreters. Sometimes the best available arrangement for the treatment of deaf patients, especially those of low verbal ability, is to have an intelligent well-adjusted deaf lay person counsel privately with the deaf client under the close supervision of a qualified therapist. This has been tried with some success in private sanitariums, but must be recognized as being far from an ideal plan for psychotherapy because it places much of the responsibility for treatment on a person not qualified as a therapist.

CONCLUSIONS

Interpreting is one way of providing mental health services for deaf persons, services they are entitled to, but rarely receive. However, interpreting has serious limitations in psychotherapeutic settings and in the final analysis deaf people will not receive equal mental health care relative to the normal hearing until therapists skilled in manual communication are available. This need of personnel can be met only by giving professional training in counseling and therapy to deaf persons and others skilled in the language of signs, or by taking professionally prepared people and training them in manual communications. The level of skill in the language of signs required for carrying on treatment is advanced and this fluency is so difficult to acquire, especially in adulthood, that it is not probable that many professional people in the mental health fields will go on to master the language of signs. For this reason the most realistic hope for developing adequate mental health services for deaf persons rests in providing deaf college level people and others who know the language of signs the educational opportunity to become psychotherapists.

TERMINOLOGY

No special list of terminology is being given in this section. The vocabulary of counseling and psychotherapy is too extensive for any selected list to be of any great value to the potential interpreter.

V. A PROGRAM FOR TRAINING INTERPRETERS

Historically there has been no formal training available to prospective interpreters for the deaf. The irony of this is apparent to all who realize the key role interpreters often play in the efforts of deaf persons to improve themselves educationally and culturally, to grow spiritually, to achieve their legal rights to take advantage of services generally available, and, in general, to participate fully as citizens.

Until recently, the only process by which interpreters were developed was largely inefficient, time-consuming, and haphazard. It entailed incidental, unstructed learning which resulted from many years of constant contact with deaf persons and the language of signs. This trial-and-error process tended to be one in which errors predominated during the early years with some skills being acquired along with many bad habits. The overall result has been a general shortage of interpreters and a more serious lack of highly qualified interpreters. This shortage of qualified interpreters is now becoming acute. Interpreters are needed in a constantly increasing number of areas as the social, educational, and economic potential of deaf people seeks expansion, diversification, and improvement.

The lack of adequate training programs is the reason this demand remains unmet. The result has been that deaf persons are deprived of opportunity by either having no interpreters or else by having poorly trained interpreters who are pressed into service with sometimes disastrous results. For example, a deaf person's property, his legal rights, or even his basic economic security can be jeopardized if he and the court fail in their efforts to communicate because of an unqualified interpreter.

Another area in which a poorly trained or untrained interpreter may do irreparable damage is that of psychotherapeutic counseling of a mentally ill or emotionally disturbed deaf person. Also, a deaf person may meet with repeated failure in his efforts to obtain employment if the interpreter attempting to help him is unfamiliar with the language difficulties of a low-verbal deaf person. He may also become completely confused in a medical situation if an unskilled interpreter cannot make clear the doctor's diagnosis and what the treatment is to be. The deaf patient may get the impression he has s serious or even fatal disease when he merely has a minor disorder. He may fail to follow directions for medication, diet, or regimen, and thus complicate a serious illness because he has been unable to comprehend what is said by the untrained interpreter.

Deaf persons today are trying hard to better themselves, to advance from the mediocrity and underemployment that for so long has been the lot of the great majority of the deaf. They seek more education; in adult education classes, vocational-technical schools, colleges and other schools, but often, the lack of trained interpreters has seriously hampered this drive for improvement.

As mentioned before, most interpreters who are active in their professions today became interpreters largely by chance. They were drawn from limited available sources, the primary one having been hearing children of deaf parents. But even this good but small source may be dwindling due to such young people having a lack of familiarity with the proper use of the language of signs. Many graduates of oral programs later picked up a form of manual language that has little resemblance to the formal language of signs and to English. As a result, in later years their children have learned this more primitive form of communication with the deaf. The measure of fluency attained by these children of orally trained deaf parents depends for the most part on the educational level and the skill in manual communication their parents have achieved.

Other sources of interpreters for the deaf have been those who have deaf relatives of friends. Also people who have chosen professions that bring them into daily contact with the deaf have often found that interpreting becomes an integral part of their work. For example, educators of the deaf find themselves interpreting for their students at first, then later getting requests for help from deaf adults in their communities. Rehabilitation counselors who find themselves with deaf clients first learn the language of signs in order to provide better services, then are called upon for help in situations outside the direct responsibility of their agency offices. People who have deaf coworkers sometimes acquire some skill in the language of signs in a desire to communicate with them; then are requested to relay orders from company supervisors to any and all deaf workers in their employ. In addition, there are ministers who have deaf people in their congregations. Many of these ministers have become fairly proficient in the language of signs. Often, hearing people in these same congregations become interested in the deaf and persuade the minister to conduct classes in manual communication so that they may learn to communicate with their deaf friends. They soon find themselves drafted into the role of interpreter along with their minister. Then there are those who may have been attracted to a class in basic manual communication by the sheer novelty of the language and discover a natural aptitude for it.

Although these sources have contributed to the tremendous demand for interpreters, hardly more than a beginning has been made in meeting the needs either as to the quantity or the quality of interpreting services. All of these people would benefit and be made more effective by adequate professional training. At present, their levels of competency vary from the rudimentary, faltering, basic command of finger spelling and signs needed for informal interpreting in social situations, i.e., introductions or relaying a few brief questions and answers to the highly professional skills demanded of an interpreter in psychotherapeutic counseling or in a court of law.

In between these two extremes of ability can be found a host of devoted but mediocre interpreters who do the best they can to help when requested. They are a group of people who, with proper training, could be developed into skilled professionals—or even masters of the language of signs. In addition, fairly competent interpreters are found who need to learn to interpret in more situations than the ones to which they are accustomed. There is also the interpreter who experiences no difficulty when translating verbatim for a literate deaf adult but who is completely baffled when confronted with a situation involving a deaf person with inadequate language skills. The reverse may be found too, i.e., the interpreter who is accustomed to dealing with deaf people of limited language skills but who flounders when asked to translate a speech verbatim for an intellectual deaf adult.

The important point to be gained from this is that *all* of these people need training. Some need only enough to polish their techniques. Some may need intensive course work in idioms of the language of signs. Others must eradicate faulty habits of delivery, still others need to acquire positive attitudes about their interpreting and the deaf people for whom they interpret. Many others need to become acquainted with the basic rules of dress, lighting, and other physical factors related to clarity in interpreting. Nearly all of them need training in reverse interpreting—comprehending what a deaf person is saying in the language of signs and transmitting this information orally and in proper English syntax. Many of these people are eager to learn, to improve their skills and to help in any way they can. But when they seek formal, systematic programs in which they can receive this help, they find a void. Beyond an occasional class in advanced manual communication, the training of interpreters has been a virgin field.

In 1964, a professional organization, the Registry of Interpreters for the Deaf, came into existence. In an attempt to establish requirements for the certification of interpreters, it quickly became apparent to the Registry's charter members that the past haphazard efforts to train interpreters would not suffice to qualify people to meet the requirements for certification as an interpreter. A study of the problem by the R.I.D. has resulted in a set of guidelines for an accredited training program.

This chapter will develop and expand those guidelines by offering suggestions on how classes in interpreting can be established. Information will be provided on possible areas of difficulty in finding sponsors for the course, along with suggestions regarding financial arrangements for the instructor. Training materials and films will be listed and standards for selecting the instructor and screening students for admission to the course will be offered. A curriculum with features in order of increasing complexity of courses will be outlined. It should not be considered a course of study in itself. Rather, the curriculum outline should be regarded as a syllabus around which an experienced teacher of manual communications who is *also* an interpreter of above-average competency could develop a formal comprehensive series of lessons. This entire manual, with all its special sections, can be used as a reference in such a program.

A. Administrative Problems

Training programs for interpreters can be either informal or formal, but results are more likely to be satisfactory if their organization involves professional planning and a classroom atmosphere. Programs in informal settings—such as the home are likely to be irregular, subject to interruptions, and indefinite as to compensation of the instructor and evaluation of hearing. Lack of course credit and absence of attendance requirements are likely to reduce student motivation. A formal setting enhances learning because the instructor is expected to do a truly professional job and students have incentive to achieve status as qualified interpreters.

The ideal program in interpreting should proceed in a well-lighted classroom. It should be sponsored by an educational institution or an agency which can arrange for classroom facilities, responsibility for the instructor's compensation, and acquisition of training materials and films. Such sponsors can also arrange for clerical help and for course credits for students who satisfactorily complete the course. While course credit cannot always be given it should be among the first considerations when establishing a course in interpreting.

SPONSORING AGENCIES

City boards of education. These are best approached after consultation with the administration of a local high school or junior college.

Those which have on going adult education programs are strong possibilities. Even better are those which have adult education classes for the deaf.

Colleges and universities. Colleges and universities that have teacher training programs might be interested; however, a word of caution is in order. When these institutions also have programs to train teachers of the deaf, one must be prepared to sell the idea of courses for interpreters if the teacher training programs are orally oriented. It must be made clear that the purpose is to train interpreters for the *adult* deaf. If classes in interpreting can be incorporated into a teacher-training program, so much the better. Students who are members of classes in interpreting would have access to courses in speechreading in the same facility.

Division of Vocational Rehabilitation. This agency is a good one to approach. Most Vocational Rehabilitation Division offices have deaf clients and are familiar with the communication problems they present for the counselors. They should be able to help considerably with the complicated paperwork and administrative procedures involved in financing and obtaining facilities.

Churches. These often have classroom facilities they might be willing to provide for use in a course in interpreting. Most favorable responses are likely to come from those which have deaf people among their congregations. Possible problems are lack of funds, disinclination of students to attend classes held in a church other than one of their own denomination, and lack of clerical help. Another sensitive problem is the minister-interpreter. Often, these minister-interpreters are, despite their good intentions, poorly qualified interpreters but do not know it. Therefore, when it is suggested that a class in interpreting be sponsored by their churches, they are enthusiastic until they find they will not do the teaching. Their hurt feelings may lead them either to block the establishment of the course or to impose their wishes in its operation. The possibility usually exists in the case of a minister-interpreter who has, in the past, taught informal classes in basic manual communication.

Schools for the deaf. If a residential school for the deaf is nearby and the language of signs is permitted in this school, it is usually an easy matter to arrange for classroom facilities to be provided for the school. Financing, however, is another matter. Most schools for the deaf have fixed budgets and rigid rules governing expenditures. A possible solution might be to obtain a Vocational Rehabilitation Administration grant and utilize the school's facilities.

State organizations of and for the deaf. Participation is likely to be limited unless a State association is affluent and accustomed to financing service projects. They can be contacted for help in publicizing the course, though.

Other organizations which might offer help in sponsoring classes are parent-teacher-counselor associations and philanthropic organizations.

Remuneration for Instructors

Generally, the agency or institution that sponsors the course will pay the instructor for his services. A scale of fees is difficult to establish since the amount an instructor will receive will depend upon sponsorship of the course, the rate of pay prevalent to his area, and whether he teaches in an informal setting or an educational environment. Instructors in manual communication classes held under the auspices of adult education programs now receive from $5 to $7.50 per hour, depending upon the locality. A good rule of thumb to follow would be the hourly rates of reimbursement for foreign language instructors in adult education classes within the local school system.

Obtaining Training Materials

In appendixes A and B of this manual are lists of books and films available, as well as information as to where they may be obtained. If the course is being sponsored by an educational institution or by the local school system, obtaining these materials is not usually much of a problem. The instructor should decide which materials he wishes to use in his class, and request that the college or school order them for him. In the event the instructor wishes his students to purchase specific books as texts, he should request that the school order these books for him. The students may then purchase the books from the school bookstore. In the event the course is not being held in an educational environment, the procedure should differ slightly. The instructor can collect the money from each student and then order the required textbooks himself.

The procedure for obtaining visual aids such as films is more complex. Films themselves can usually be obtained from Captioned Films for the Deaf at no charge. They can also be ordered from Gallaudet College or from other agencies but this often entails a considerable outlay of money. It would be well to investigate the possibility of investing in a set of films and a projector for them if courses in interpreting are going to be offered regularly. Films can be a great help, and no course should fail to make use of them.

Other classroom materials needed in the course usually may be obtained through the sponsoring agency. In the event the sponsor is not able to provide these materials, they may sometimes be obtained by approaching charitable organizations or even affluent friends of the deaf.

COURSE CREDIT

It is advisable for the administrator of the course to investigate the possibility of granting students credit on the high school or college level upon satisfactory completion of the program. This is now being done in some graduate programs in orientation to the deaf for basic and advanced courses in manual communication. The development of a course of study for interpreters should, in time, lead to the strengthening of the profession and full academic status for training programs.

B. Qualifications of Instructor

Of greatest importance in the establishment of a training program for interpreters is the selection of the instructor. The instructor of such classes must be one who is thoroughly familiar with all aspects of interpreting as well as the complex communication problems associated with the varying levels of language achievement attained by the deaf. Such an instructor should be an experienced, fully qualified interpreter himself. In some cases, he may be a highly skilled deaf teacher of manual communication. It might be well to consider the possibilities of having *two* teachers for such a course, one who is deaf and one with normal hearing. This may not always be possible, but the deaf instructor would be invaluable in that he would be better able to assess a student's progress than a hearing instructor who might be basing his evaluation on his ability to hear what is being interpreted.

The importance of obtaining the best qualified instructor possible cannot be overemphasized. An inadequate interpreter-instructor will pass on his own poor interpreting habits of his students. An inept teacher will fail to make the subject matter clear and interesting enough to enable the students to attain maximum speed and efficiency. An instructor who is a skilled *translator* may be unable to impart to his students the indispensable knowledge and techniques for interpreting for the low-verbal deaf adults who often are the most in need of interpreting help. By the same token, an interpreter skilled in dealing with low-verbal deaf persons may not have the ability to teach his students how to make the speedy, verbatim translations demanded by the highly literate deaf.

With the foregoing in mind, a list of qualifications and prerequisites has been compiled to aid in the selection of an instructor.

QUALIFICATIONS AND PREREQUISITES FOR HEARING INSTRUCTORS FOR CLASSES IN INTERPRETING FOR THE DEAF

A. Fully qualified and experienced in:
   1. Translating and reverse translating.
   2. Interpreting and reverse interpreting.

   3. Simultaneous interpreting and translating.
   4. Simultaneous delivery, both receptive and expressive.
   5. Ability to translate and interpert in all areas, e.g., legal, medical, employment, situations involving the low-verbal deaf.

B. Broad knowledge of all levels of deaf people, the problems encountered and techniques needed in interpreting for each level.

C. Registry of Interpreters for the Deaf (RID) certification and supplementary local endorsements.

D. Some teaching experience in basic and advanced manual communication classes.
   1. Knowledge of educational procedures.
   2. Literate and able to express himself well.

QUALIFICATIONS AND PREREQUISITES FOR DEAF INSTRUCTORS FOR CLASSES IN INTERPRETING FOR THE DEAF

A. Thoroughly conversant with interpreting problems and techniques

B. Ability to converse with deaf people at all levels and familiarity with their communication difficulties.

C. Literate and able to express himself well. Must have understandable speech and skill at speechreading.

D. Knowledge of educational procedures.

E. Qualified and experienced instructor in basic and advanced manual communication classes. Must be able to train students in reverse interpreting.

F. Registry of Interpreters for the Deaf certification and local endorsement.

C. Qualifications of Students

Priority should also be given to the selection of students to be admitted to the course. The final responsibility for such selection should rest with the instructor. It is he who must decide whether a student meets the minimum requirements. It would be well for the instructor to take into consideration the motivation of the student who is applying for a course in interpreting. Occasionally there is an earnest desire on the part of a student who may not quite meet the minimal standards but who has a well-defined idea of the way in which he hopes to use his interpreting skills upon completion of the course: this and other factors should be taken into consideration in judging the qualifications of the applicant.

It should be remembered, however, that the more evenly matched the students are at the beginning of a course, the easier the instructor's task will be and the easier it will be to progress at maximum speed and efficiency. The instructor should not hesitate to discourage an obviously unqualified applicant. There may be some applicants for training who have completed an informal course in basic manual communication and who have, perhaps, been told that they should become interpreters because of the clarity of their finger spelling and signing. Withal, however, they lack the vocabulary, the speed of delivery, the receptive skills, or the understanding of the communication problems of the deaf to be ready for interpreting training. These students would not be able to keep pace with their fellow students and would require a disproportionate amount of the instructor's time. In addition, their slow progress might discourage them and some potential interpreters could be lost. In this case, the instructor should advise such students to take a course in advanced manual communication to develop their vocabularies and to achieve more fluency. They should then be encouraged to reapply for interpreting training.

An instructor may be faced with a group of students with varying entrance abilities despite the care he took in selecting only those who met the minimum requirements. For example, he may have in his class a few who have just completed three semesters of basic and advanced manual communication. He may also have a few children of deaf parents who consider themselves interpreters and who have finally faced the fact, or have been told, that they do not quite qualify. He may have some people who, although familiar with the language of signs, have never done any interpreting *per se*, and are now interested in the possibility of earning extra money by interpreting on the side. He might even have some fairly competent interpreters who want to perfect their skills. He may also have an occasional skilled interpreter who wishes to take the course as a refresher, out of curiosity, or to learn to interpret in special situations. The instructor must be ingenious enough to devise ways to keep his "experts" interested without neglecting to give his beginners a thorough grounding in the basic principles of interpreting. One way to do this is to utilize the "experts" to demonstrate interpreting in the areas of their respective competence.

Regardless of the levels of competence represented by the students, each of the students should meet certain minimum requirements. These are listed below:

QUALIFICATIONS AND PREREQUISITES FOR ADMISSION TO COURSES IN INTERPRETING

A. Must have good basic manual communication skills, both receptive and expressive.

1. Should be able to understand fingerspelling at a rate only slightly below that of a normal deaf adult.
2. Should be able to fingerspell clearly and fairly rapidly although emphasis should be on clarity. (Speed can be developed in class.)

3. Should not require undue repetition in order to comprehend signed and fingerspelled sentences when delivered at a rate slightly below that of a normal deaf adult.
4. Should be able to express himself in the language of signs without undue hesitation or groping for signs.

B. Should have some knowledge of the communication problems of deaf people although the course in interpreting should supplement and broaden this knowledge.

C. Motivation for taking the course.

1. Students who are obviously more interested in the remunerative aspects of interpreting should be discouraged unless they also express a sincere desire to help the deaf regardless of whether or not they are compensated. (Students should be made to understand that interpreters are not always paid for their services. Everyone appreciates remuneration but it is not always forthcoming.)
2. Sometimes an earnest desire or a real need for the training can overcome a seeming inaptitude for interpreting, or even the lack of minimal requirements for admission to the course.

D. Intellectual background which will enable students to learn to cope with the sometimes complex problems of interpreting.

E. In most interpreting situations, adequate hearing with or without amplification is necessary. There are exceptions to this however. Sometimes a deaf person may prove uniquely useful in certain situations; e.g., to assist a hearing interpreter with a low-verbal deaf person or one of low educational achievement. These deaf people would benefit from taking a course in interpreting.

F. Until such time as adequate tests are devised, the instructor should have final authority as to whom may be admitted to a class. He should personally check on the competence of each prospective student.

D. Basic Problems in Training Interpreters

The preceding sections in this chapter have dealt with problems in adminstration, in selection of the instructor, and in selection of the students. The following material will treat some of the common problems the instructor will be likely to encounter in the course of his teaching.

SELECTION OF STUDENTS

Although this was discussed to some extent in the preceding section, certain other aspects and situations that may arise will now be elaborated. Occasionally the instructor will find that he has admitted to his class a student who, at first, seemed to be well qualified but subsequently was found to be unsuitable. Or there may be the case of a student who met the minimum requirements, but who does not progress beyond a certain point. Still another problem is the student who attempts to dominate the classroom discussions.

In the first case, it will be necessary for the instructor to advise the unqualified member of the class that he needs more training, that his inclusion in the course in interpreting was conditional and that it would be best if he went back to advanced classes in manual communication for further training before reapplying for the interpreting course. In the event the course is one for which credits are given, the student should be informed of the deadline for withdrawal in order to prevent an automatic failing grade.

In the second case, that of the student who cannot seem to progress beyond a certain point, the instructor should, at first, make sure that the student has not just reached a learning "plateau"—a point that often occurs in learning where the student may become discouraged. "Plateaus" can be compared to the batting slumps star baseball players occasionally experience. If a student has been progressing rapidly up to that point, chances are good that his nonprogress is due to the "plateau" syndrome. In some cases the "plateau" may be lengthy, but eventually the student will recover and often begins making unusually rapid progress. In other instances his progress may have been generally slow. This usually indicates either an inaptitude for interpreting or inadequate background training for the course. It may be necessary for the instructor either to recommend he return to advanced manual communication classes or to discourage him from seeking to make interpreting a career. If an instructor fails to do so when, in his estimation, the student will never become a qualified interpreter, he places himself in an awkward and indefensible position. The examining board of the Registry of Interpreters will most likely withhold certification of such a student and this will cast a reflection upon the ability of the instructor to train others in interpreting. Or, certification notwithstanding, the student may pick up just enough knowledge and facility to enable him to consider himself qualified and one more interpreter will have been added to the ranks of the unqualified.

The third case, the problem of the talkative student, is familiar to every instructor. In classes in interpreting, such a student is generally one who has been interpreting in the past and considers himself an expert. Somewhere in his experience he may have felt the need for additional training, or have been told, bluntly, that he did. His boisterousness and obtrusiveness may mask a deep-seated sense of inadequacy. The instructor can usually overcome the problem by skillfully and tactfully pointing out to him in private that he has great potential (which is usually the case) but that this potential may be wasted unless he applies himself more to perfecting his skills and less to distracting the other students.

REEDUCATION OF STUDENTS WHO ARE RELATIVELY SOPHISTICATED IN MANUAL COMMUNICATION BUT WHO HAVE DEVELOPED FAULTY HABITS OF DELIVERY

This is probably one of the most difficult tasks with which the instructor will be faced. Eradicating bad habits is far more difficult than developing good ones. Only by consistent effort and practice, both in the classroom and at home, can this be done.

UPGRADING POOR INTERPRETERS

Here, again, the instructor will sometimes experience difficulties. People who have been interpreting, however poorly, are often resistant to change. Such students should be given a frank evaluation of their faults in the use of manual communication, and if they cannot accept such evaluation, they do not belong in the class.

FIELD TRIPS

Difficulties may be encountered in arranging for field trips where student interpreters can observe qualified interpreters at work in a variety of situations. Social situations are easily arranged, but more complex ones such as courts of law may be quite difficult. One problem is that not all of the students will be free at the same time. Another is that it may be necessary to sit around a courtroom for hours waiting for a case involving a deaf person to be heard. In addition, there are situations where even two interpreters would make things awkward, let alone an entire class. Resistance may also be encountered from agency personnel to the use of their offices as training grounds. For these, and other reasons, it is better to teach interpreting in confidential situations through the medium of classroom "role-playing" and films.

INTERNSHIP

Practical experience may also be difficult to arrange. One possibility is for the instructor to attempt to find an accommodating minister to the deaf who will allow the students to practice interpreting a sermon or a song in his church or in Sunday school or similar small groups. Another possibility is helping to direct recreational and cultural activities in schools and organizations for the deaf. The instructor might also locate a group of adult deaf who will allow the student interpreter to interpret for them in a small social gathering of mixed deaf and hearing people. Another interesting possibility is for the younger, unmarried students to date deaf members of the opposite sex.

E. Suggested Curriculum

The instructor having obtained a sponsor, classroom facilities, and a staff, then needs to outline a curriculum. It is around a curriculum such as the one that follows that an instructor can build his course of study in interpreting.

Classroom procedure: (In increasing order of complexity). (It is suggested that classes be held at least twice a week for 2-hour periods.)

ORIENTATION

1. Make out roster. Introductions. Inform students that no conversations will be permitted in the classroom except in the language of signs.
2. Determine level of competence of each student and screen out unqualified students (except in credit courses, in which case students must be screened out prior to registration). This can be done by:
   - (*a*) "Roundtable" discussions. Each student gives a brief personal history including his reasons for taking the course and listing any prior interpreting experience.
   - (*b*) *Recitation.* Each student signs a song in the language of signs.
   - (*c*) Comprehension test. Instructor signs and finger spells about 15 sentences at a conversational rate, incorporating a liberal number of "idiomatic" or slang expressions. (These can be taken from examples given in the chapter on Idiomatic Expressions. Instructor should pause between sentences so students can write down what they understand the instructor to say.)
3. Outline the course. Instructor should familarize the students with what will be expected of them.
   - (*a*) Books and materials they will be expected to obtain.
   - (*b*) Required reading and book reports.
   - (*c*) Homework requirements.
   - (*d*) Monthly attendance at one or more social or religious affairs of the deaf.
   - (*e*) Scrapbooks to be kept.
     1. Newspaper articles or clippings related to the deaf. (This tends to make students conscious of all aspects of deafness, not just the language of signs.)
     2. Excerpts from book or magazine articles (which must list source, date, and author.)

Drills. The importance of constant drill in reverse interpreting should be uppermost in the instructor's mind. This drill should be instituted at the beginning of the course and continued throughout.

Of special importance is drill in receptive fingerspelling. It is suggested that the instructor begin such instruction by fingerspelling phonetic letter groups such as "at," rapidly but clearly several times; then add "b" to make "bat" and repeating this several times also. Then he adds "c" to make "cat' and so on, through the alphabet until an example of many three- and four-letter words employing the final letters "at" have been given several times. This should be varied to include other phonetic letter groups such as "th," "oa," "ea," "ph," as well as combinations of them. For example "an," "th," and "er" can be combined into "another." This type of rapid fingerspelling drill will soon enable even the slowest reader of fingerspelling in the class to recognize *words* instead of individual letters even when the words are fingerspelled at full speed.

An efficient way to give comprehension drill in both fingerspelling and the language of signs, as well as to enable the instructor to obtain valuable clues on the progress of his class in reception is to give comprehension tests during *each class session*. If the instructor keeps a written record of his students' scores on all tests, he will have no difficulty in perceiving who is progressing satisfactorily and who is falling behind, even if the class happens to be large.

To insure that the students will not become too dependent on the instructor's style of signing and fingerspelling, one or another of the students can be utilized to give the tests occasionally. This will accustom the students to various styles of delivery. Later in the course, after intensive work in English idioms and the idiomatic expressions of the language of signs, the instructor can increase the complexity of these tests by a liberal sprinkling of idiomatic expressions in the sentences. It must be repeated—training in reverse interpreting is important, and constant exposure to systematic, repetitive drill in comprehension will speed the learning process.

Code of Ethics. Every student should become thoroughly familiar with the Code of Ethics of the Registry of Interpreters for the Deaf (RID). Toward this purpose, the instructor should require the students to study the Code and to pass both written and oral tests to show familiarity with the standards set forth.

Lipreading training. It is seldom that an instructor in interpreting will *also* be an accredited teacher of speech and lipreading, so it is suggested that the instructor obtain a list of courses in lipreading offered in his area. The American Hearing Society or an affiliate (usually listed in metropolitan telephone directories) can be contacted for assistance in obtaining such a list. It is important that prospective interpreters take a credit course in lipreading for these reasons:

1. In the event an interpreter is called upon to interpret for an orally trained deaf person whose speech is poor and who may not be skilled in manual communication. Often these orally trained deaf

people form the words correctly with their lips. While the aural intelligibility may be *nil*, the *visible* intelligibility may well be almost 100 percent.

2. While some interpreters will be able to learn to lipread, others will not. Yet an understanding of the principles of speech and lipreading will often help an interpreter achieve better understanding of the deaf. This understanding would lead an interpreter to enunciate more carefully, and to focus his own eyes upon the faces of deaf speakers (rather than on his hands) where he will catch nuances of expression that would otherwise be missed. In addition, it will help the interpreter to get the exact wording when translating for a literate deaf speaker who is delivering his speech in the language of signs. It will likewise reinforce his understanding of the speech of deaf people who may have some impediments in otherwise good speech.

Translating. Translating requires considerable speed of delivery but is usually easier for the student interpreter than interpreting. By learning to translate a sentence at a time at first, and learning to keep pace with the speaker, the student has a chance to develop instant, total recall of his signs as well as to develop speed. In addition, the student is working in English, a language familiar to himself, since in translating the words of a speaker are signed and fingerspelled in exactly the same sequence in which they are spoken. The student, therefore, does not have to divide his attention between listening to the speaker, trying to remember the signs for the words—and deciding how to rephrase what is said into the often confusing idiomatic language of signs. In the process of learning how to translate, the student learns how to make his mind a blank and concentrate only upon signing and fingerspelling the words he hears and not upon what the speaker is saying. This skill will stand him in good stead later when he is interpreting. (Many of the best interpreters claim they can never remember a word spoken by the speaker for whom they have interpreted. So, the instructor should caution his students not to attempt to answer any questions they personally may be asked about a speech they have interpreted, but should refer all questions to the speaker.)

Teaching platform interpreting. Perhaps the most efficient way of teaching platform usage of the language of signs is to teach the students to "sing" in signs. Since fingerspelling is rarely used in songs delivered in the language of signs, it develops the students' awareness of the fact that many words, normally fingerspelled, must have synonyms signed in their stead. Since fingerspelling should also be kept at a minimum when interpreting from a platform, teaching songs helps the students to build a large vocabulary of synonyms which can be instantly substituted for words the speaker utters that would normally be fingerspelled. It also develops the ability to be graceful and to make large, flowing signs that can be easily seen from a distance. Poetry and prayers can also be used in this way.

1. At the beginning of the course, mimeographed song sheets should be distributed. The student should familarize himself with the words, and with the instructors' help, learn how they are signed. Then each student should "recite" in front of the class while another student reads or sings the words aloud.

2. Later in the course, the teacher can employ records, tapes, and similar materials and require that the student perform spontaneously without prior coaching by the instructor.

3. Vary the songs. Religious music and singing can be very appropriate. Popular songs teach tempo and phrasing. Comical songs teach expressiveness as well as adding life and sparkle to delivery.

Precis. Ability to condense without distortion or loss of interest is the very essence of interpreting. With this in mind, the instructor can adapt precis writing to acquaint his students with ways they can achieve short cuts in interpreting in order to keep up with a rapid speaker yet still impart full context and interest.

The instructor can provide the class with a wordy, redundant paragraph such as:

"It was a beautiful, dew-drenched night. The skies were a deep, velvety, midnight black and stars clustered like chips of icy diamonds overhead."

Students can be required to take the paragraph home with them and, by eliminating the superfluous words, bring back a precis of the paragraph that would read as if it were signed thus:

"True beautiful night. Sky dark black like velvet with stars spangling like diamonds."

Thus a 21-word paragraph is reduced to 12 signs and one finger spelled word; "velvet." This gives the interpreter ample time in which to sign out the sentence at an easy, graceful pace without falling behind the speaker. As the course progresses, the paragraphs should be made longer and more complex.

When the students bring their precis to the next class session, they can be required to *translate* the original paragraph verbatim while someone reads it aloud. Then the interpreter can teach the students how to *interpret* the paragraph utilizing the precis they brought to class. Later in the course, as the students acquire proficiency, an even more rigorous routine can be introduced. They can be taught to interpret the paragraphs as if interpreting for a low verbal deaf person. In this, the most advanced form of interpreting, the paragraph used in the foregoing illustration would be signed like this:

"Night dark, black, true beautiful. Sky like black cloth, soft, same ring diamonds spangling." (No fingerspelling employed at all.)

Wood concept analysis. **Early in the course, the instructor should begin intensive training of the students in word concepts. To supplement examples listed in the chapter on Idiomatic Expressions the instructor can require his students to do homework on word concepts (meanings) by looking up a given word in the dictionary. All the different concepts illustrated should be exemplified in sentences. The instructor can then show how the signs change to accommodate the particular meaning of a word in a given sentence.**

In addition to this, the instructor should begin giving his students practice in usage of what has come to be called the idioms or slang of the language of signs. A few examples of this are:

1. **Think self: (Make up your own mind.)**
2. **Think appear: (Gets an idea, or finally understands. This sign is also used to illustrate the English idiom: "The light finally dawned upon him.")**
3. **(Finger spelled quickly) if, if, if: (What if)**
4. **Fault self: (It's your own fault)**
5. **Fault myself: (It's my own fault)**
6. **Delicious: (When used with an impish expression, it means approximately "Lucky.")**
7. **Finish touch: (Have been there, or have tried that.)**
8. **Late touch: (Haven't been there, or haven't tried that.)**

There are many more of these, and the instructor should attempt to list as many as he can. He should advise his students to try and spot these "idioms" of the langauge of signs when conversing with deaf people and bring them to class. There are also some idiosyncrasies of the language of signs that defy description in English. Only an approximation of their meaning can be given. For example, there is a very commonly used sign in which the fingertips of a "right-angled" hand touch the chin, then the sign for "smooth" is made with either the same hand or with both hands. Depending upon the facial expression, this can mean "lucky," "take advantage of," "tease," or if used with both hands alternating in the "smooth" part of the sign, it can mean "persecute."

As soon as these idiomatic signs are learned, they should be incorporated into the comprehension tests. They form a vital part of the language of signs the deaf use in normal conversations, even if they are somtimes too "slangy" to be used in formal interpreting. An ability to use these signs will go a long way toward establishing rapport between the interpreter and his deaf client during a preliminary interview before actual interpreting begins.

Another way to give students training in these conversational signs is to invite deaf people to the class to talk with the students. This will not only give the instructor an oportunity to discover other idiomatic

and slang expressions he may have overlooked, but will give the students added chances to improve their receptive and expressive skills.

If it can be arranged, deaf visitors can be incorporated into role-playing situations such as mock interviews in a doctor's office, a job placement situation, or even a mock courtroom trial. Sometimes the skilled instructor can play the part of the deaf person, but it is better to employ a deaf person gifted in mimicry. Such deaf "performers" should be selected from a wide variety of educational levels so as to accustom the students to the different techniques needed for each type.

Expression signs and esoteric manual communication. In the language of signs, facial expression and body movements take the place of tone and inflection in speech. Quite often the deaf will use just one sign, and by subtle shadings of expression, by giving the sign emphasis or omitting emphasis, can convey a host of meanings both positive and negative. It can be likened to a hearing person saying the sentence: "You will."

By a rising inflection and a questioning tone of voice, he is asking "You will?" Or a disbelieveing "*You* will?"

In another case, he will employ a self-satisfied, smug approach and state: "You will." (As in "You'll see.")

But let his son say he *won't* do something his father has ordered him to do, and the retort snaps out "You will!"

By the same token, the language of signs has its own tone and inflection, but this is conveyed *visually*. A positive sign such as "like" can be transformed into "dislike" merely by a negative shake of the head. It can be made into "Do you like?" by a questioning expression, or "I don't know if I'll like it" by a dubious frown and a shrug.

Even more illustrative is the single sign for the word, "idea." When this sign is made, often the only clue to the speaker's meaning is in his expression and movements. To illustrate:

1. A questioning expression and a faint nodding of the head may mean: "Give me an example" or "I think I'm getting the idea, but maybe you'd better tell me again."
2. A questioning expression accompanied by a frown can mean: "What's the big idea?"
3. An outraged expression, with the sign made emphatically means: "The very idea!" or "Can you imagine that!"
4. An intent, concentrated expression indicates: "Now, for example . . ."
5. A dreamy expression means: "Just picture this to yourself. . . ."
6. A dubiously frowning expression accompanied by a slight shaking of the head means: "I don't think I like the idea one bit."

The examples given above are just a few of the countless variations and shadings of expression and emphasis a student must learn to recognize in many situations involving low verbal deaf persons and even the moderately verbal deaf person much of the time. The student must also learn to express himself in the same way, for a low verbal deaf person may have only a rudimentary command of the language of signs, and he will be searching the interpreter's face for clues as to his intent. Other words frequently used in this manner are "come," "see," "sure," "why," "how," and "for." The last word, "for,"is often signed quickly two or three times to indicate "What for?" with a puzzled or complaining expression, or "What did you do that for?" with an angry expression.

With a little concentration, the instructor can make up a long list of these signs, and, with them, train his students to use facial expression and body movements to make their meanings clear—and to concentrate upon the deaf person's expression and movements as well as his signs and finger spelling.

Esoteric manual communication need not be taught to student interpreters, but the fact that it exists should be called to their attention. They usually pick it up rapidly once it is defined. Many an interpreter who considers himself an expert, and who indeed may be one, has been intrigued to see two deaf people sitting side by side and carrying on a conservation in which they understood each other perfectly while leaving the interpreter completely baffled. This they did without employing fingerspelling or even lifting their hands more than an inch or two.

This can be compared to the silent language of husbands and wives at a party—a level look from the wife, perhaps accompanied by a slightly lifted eyebrow, has subdued many a husband who was well on his way to becoming the life of the party. In the language of signs, this secret communication is carried on by the eyes, a few miniscule gestures of the fingers or the hand that merely suggest a sign, expressions on the face that are subtle but perceptible to the initiated, and slight movements of the eyebrows, the head or shoulder. Since the arms and wrists remain wherever they happen to be, and only the fingers of one hand are used, two deaf people in a crowded room can carry on a conversations about another person in the same room without being seen or understood by anyone except those who can see their hidden hands and who have been initiated into the mysteries of esoteric manual communication. A sample conversation that can be used to exemplify this is:

"Do you know him?"
"Yes, I know him."
"Do you like him?"
"He's okay. You?"
"I don't care much for him."
"Really? Why?"
"Oh, I don't know—I've known him for a long time."

"What's he like?"

"He's got a swelled head."

Person-to-person interpreting. For the students in the class in interpreting who have no prior experience at interpreting, person-to-person interpreting should be introduced early in the course. Telephone conversations can be simulated, with the student learning to relay the messages simultaneously with the spoken or signed message. Mock interviews (role-playing) are helpful, too. Another useful technique is to have students relay a complicated set of directions on how to arrive at a certain address. This person-to-person interpreting should begin as verbatim translating and then students should be introduced to interpreting in the same situations.

Seminar-type training. This type of training will be of much help to students who plan to interpret in educational settings. In seminar-type training, the students sit in a conference-type circle. A challenging question is introduced, one that is sure to cause controversy, and the group discusses this with half of the group using the language of signs and the other half speaking orally. The students take turns translating or interpreting what is signed or spoken, with the instructor acting as moderator and making sure the student-interpreter of the moment keeps the deaf people aware of who is speaking at all times. This is invaluable to a deaf person at a workshop or conference who must be kept "on top" of the discussion at all times An intellectual deaf adult can be invited to moderate these discussions and give evaluations of the students' performance. Since speeches in such discussion groups, whether delivered in signs or in oral speech, tend to be short and literate, it is good training for the novice interpreter, as the rapid give and take is demanding but not unduly fatiguing.

SUPERVISED FIELD TRIPS

Supervised field trips to watch skilled interpreters at work are invaluable if they can be arranged. Scheduling is sometimes difficult, but benefits to be obtained in this way make them well worth the effort. Students who go on these trips should be required to make written reports on their observations as well as to give their evaluation of the interpreter's performance. Suggested areas for such trips are:

1. Churches, banquets, lectures, and assemblies. (Platform interpreting.)
2. Courtroom trials involving deaf people. (Legal interpreting.)
3. Adult education programs for the deaf. (Educational interpreting.)
4. Social events where large numbers of deaf people congregate. No interpreting is involved here, but valuable practice is provided and

adds to the student's growing knowledge of the deaf. This can be made a monthly homework assignment in urban areas where such events occur frequently.

5. Schools for the deaf. (It should be explained, however, that not all schools for the deaf employ or encourage the use of sign language. Such schools are termed oral schools. While all oral schools forbid the use of sign language, some permit and encourage finger spelling as a supplement to speechreading.)

PRACTICUM

When students have acquired a basic foundation in interpreting, on-the-job training should be arranged. For the first few experiences, it is suggested that the instructor accompany the student and offer help if needed. Mistakes can still be corrected at this point, and the student usually feels reassured by the presence of his teacher. He knows that if he gets into difficulties, the teacher is available for immediate consultation. Opportunities for practicum include:

1. Translating for a small group of literate deaf adults in an informal setting; e.g., interpreting a radio speech, a TV program, or an educational film.
2. Church services.
3. Parties at which a mixed group of deaf and hearing adults is assembled.

ACTUAL EXPERIENCE IN INTERPRETING

At this point, the student is generally ready for his first, although limited, interpreting assignment. Some students will wish to continue in the class and gain knowledge of interpreting in special situations. Others may feel they have had enough training. All should be encouraged to continue, but only the best qualified should be encouraged to specialize in legal interpreting or in the area of psychotherapeutic interpreting. It is recommended that all students be given training in the specialized areas of interpreting covered by this manual with the understanding that those qualified students who wish to specialize in legal or psychotherapeutic interpreting must undergo even more intensive training than their fellows in this specific area.

SPECIALIZED TRAINING

Only an instructor-interpreter with specialized training or experience in legal or psychotherapeutic interpreting should attempt to train students in such fields. In the event the instructor does not have this experience or training, he should call in an experienced interpreter who has had experience in these areas. This interpreter can help train the students and by inviting practitioners who have had experience with deaf clients to address the students.

The instructor can give his class a basic education in the procedures these areas entail.

Legal interpreting is not an area to be considered lightly. Those who chose this specialty should be given intensive training in paraphrasing, defining, explaining, and clarifying legal terminology. They should be warned that legal interpreting is difficult and demanding. It requires quick thinking and self discipline. Students should be required to do some background papers on legal proceedings involving deaf persons. Classroom procedure should incorporate mock trials and, if possible, court transcripts of proceedings involving deaf principals should be obtained for use in these role-playing situations. Films may soon become available which will depict interpreting in courtroom situations, and these should be utilized.

Psychotherapeutic interpreting is another area that demands only highly skilled interpreters. For this field, it is better that the student have some grounding in psychology. They should be well educated, well trained, and must possess self-discipline. They should be able to communicate effectively with low verbal deaf people.

Every chapter in this book has much to offer in the way of suggestions on techniques and examples for the instructor in every area of interpreting. When the course is completed, it is suggested that the instructor inform his class of the necessary procedure to be followed in obtaining an RID certificate of competency. These procedures are outlined in the Introduction to the manual.

Course Evaluation

It is informative and helpful to the instructor to have a course evaluation at the end of a program. Use of this device helps an instructor gage his efficiency, reveals what the students feel they have gained from the course, and provides suggestions as to how the course could be improved.

Post-Graduate Training

Some of those who complete a course in interpreting will want further training. They may feel that they need reinforcement of what they have learned or that they have not had sufficient interpreting experiences following classroom training to maintain their skills. Two ways of providing such post-graduate training are:

1. Team teaching with a veteran instructor in a new class in interpreting.
2. Team teaching with a veteran instructor in classes in basic or advanced manual communication.

SEMINARS FOR GRADUATES

Upon completion of a course in interpreting, the instructor should give some thought to arranging for periodic seminars during which graduates can meet with veteran interpreters and exchange information and experiences. New techniques can thus be developed which will enable all interpreters to become more knowledgeable and efficient and result in improved services to the deaf in all areas in which interpreters play a vital role.

APPENDIX A. BOOK REVIEWS

More books have been published on the language of signs of deaf people of the United States during the past 5 years than were produced during the preceding 50 years.

The reviews presented here were prepared by the participants in the workshop on interpreting. All of the participants were supplied with a set of the books several weeks prior to the time the workshop was held. This allowed each person to spend some time reviewing the books before going to Maine. Each book was assigned to two participants for review. These persons prepared and distributed a written review to the other members of the workshop. At a general meeting, comments and suggestions were made concerning the reviews which usually led to revisions of the original reviews. The reviews then were edited for presentation in this appendix.

1. Falberg, Roger M. *The Language of Science.* Wichita, Kans.: Wichita Social Services for the Deaf, 1963.

   This book, neither an illustrated textbook nor a technical treatise, explores the subtleties of manual communication and is intended to supplement a good dictionary of signs. Attention is called to the nuances of the language of signs of which only the fluent user is aware. Maximum benefits will accrue to the student who is willing to practice with the deaf themselves after learning the manual alphabet and acquiring a basic vocabulary of signs.

   The author emphasizes the relation of signs to their referents (picture concepts) and cautions that the language of signs stands somewhere in between picture-language and written language on the development scale. From his point of view, the language of the deaf is more directly traceable to referents than is oral language.

   A distinct feature of this book is a lesson plan which provides explanations and practice within troublesome areas, such as the formation of the tenses; the use of function words, the negatives, the possessives, the compulsion words (*must, demand-require, need, furnish-possess-must*), the comparatives, and time indicators; the refinements to *have, has,* and *had;* words with multiple referents; and the highly developed use of flowing signs in poetry and songs.

Falberg also attempts a broad classification of the more commonly used signs: (1) signs that show structure, (2) signs that show function, and (3) the spatial indicators, i.e., pointing or showing the position of referents in real space.

An appendix contains pointers in the use of the manual alphabet, an exercise in the formation of numbers, and a vocabulary checklist which refers one to descriptions of signs and their nuances as discussed in the text.

Spiral binding makes it possible for the reader to open the book flat, leaving both hands free for practice. There are, however, only a few illustrations and descriptions of signs—used to clarify certain applications.

2. Fant, Louie J. *Say it With Hands.* Washington, D.C.: *American Annals of the Deaf*, Gallaudet College, 1964.

   This book offers a good lesson plan to be used by any teacher of the language of signs. It is also a good reference book for those who have already had a course in the language of signs and for students to use providing they have an opportunity to practice with someone who is proficient in receptive and expressive languages of signs. It should be emphasized that the author intended this book as a lesson plan rather than a dictionary.

   There is some well-written introductory material on the nature of the language of signs, hints on learning fingerspelling, the importance of facial expression and body movements, and an explanation of the lesson plan. This introduction gives the beginning student an explanation and understanding of the basic aspects of the language of signs.

   The 46 lessons and the grouping of signs are built around handshapes, because the author believes that one will learn the signs more readily and remember them more easily by this method. All signs made while the hands are in the A shape constitute one lesson, those made with closed fists another, and so on. This book contains valuable tips on shortcuts, abbreviations, and sign language etiquette. At the end of each lesson are practice sentences which not only contain material learned in that lesson, but also many signs learned in previous lessons. These sentences also provide fingerspelling practice. The drawings showing the execution of signs are adequate for the intended use of the book.

3. Kosche, Martin. *Hymns for Signing and Singing.* (Write to author 116 Walnut Street, Delavan, Wis.)

   Rev. Kosche has developed a book of hymns suitable for rendering in the language of signs by copying many of the songs in the *Lutheran Hymnal* and suggesting suitable signs for difficult words. The full line of a hymn as it appears in the original is reproduced, and suggested sign substitutions appear over the original words. In this manner, the same book can be used by normal hearing people during Lutheran church services. The author acknowledges that the book is still in rough form, and invites suggestions for improvement. There are occasional footnotes containing descriptions of how to make signs that are not too well-known, such as "veins" and "throne."

   While the book is best-suited for use by someone already familiar with the language of signs, beginning interpreters might obtain some clues from the substitutions suggested for words often used during religious services.

4. Long, J. Schuyler. *The Sign Language. A Manual of Signs.* Washington, D.C.: Gallaudet College, 1962. (Reprint of second edition.)

   Dr. Long stated that the purpose of his book was to provide a standard reference for those desiring to learn the language of signs, for those desiring to refresh their memories, and for those desiring to learn unfamiliar signs. Further, he stated that he wished to fulfill what he felt was a need of deaf persons for a standard by which the usage of the original, pure, and accurate signs would be perpetuated.

The book contains over 1,400 signs, all of which have written descriptions and photographs showing the positions for making the signs. Arrows are used to illustrate the movements involved in executing each of the manual symbols. The signs are grouped under chapter headings such as Numbers and Counting, Animals, Auxiliary Verbs, Occupations, etc. There is an alphabetical index of all terms.

There is a chapter on the history, development, and usage of both the language of signs and fingerspelling. Also included is a brief but clear explanation of the role of manual communication in the social and educational life of deaf people. The book concludes with pictorial representations of sample sentences, the Lord's Prayer, and an appendix of Catholic signs.

"The Sign Language" is primarily a dictionary of signs, not a manual of the language of signs. Study of the book without the assistance of a competent instructor will not make for facility in manual communication. It is one of the early references on the language of signs. The original photographs have been retained in the 1963 reprint and are consequently outdated and detract from the appeal of the book.

5. Myers, Lowell L. *The Law and the Deaf.* (Unpublished—for information write to Boyce Williams, Consultant for the Deaf and Hard of Hearing, Vocational Rehabilitation Administration, Department of Health, Education, and Welfare, Washington, D.C. 20201.)

The Law and the Deaf, is a book as yet unpublished, that has a wealth of legal information concerning deafness and the problems that deafness creates. The book will prove interesting to *all* persons involved with the deaf populace. Modestly, the author has stated that it "was written to be used in training persons who plan to become (or are) professional counselors of the deaf . . . and for use by . . . members of the legal profession." In like manner, educators, interpreters, the deaf themselves, and many others who have no legal background could profit from the book also.

The interpreter will find the book valuable in defining his legal responsibilities when interpreting. Topics include working with attorneys; methods of testifying, including leading questions; proof of the interpreter's ability; who can act as interpreter; the importance of the interpreter's oath; methods of interpreting, including how errors in translating are handled; the significance of statements in conversations made through the interpreter; and the requirement for interpreters in criminal cases.

6. Riekehof, Lottie L. *Talk to the Deaf.* Springfield, Mo.: Gospel Publishing House, 1963 (1445 Boonville Avenue, Springfield, Mo.).

Talk to the Deaf, subtitled "A practical visual guide useful to anyone wishing to master the sign language and the manual alphabet," by Lottie Riekehof of the Central Bible Institute of Springfield, Mo., is a glossary of about 1,000 basic signs.

The book is divided into three major sections: "A Brief History of the Sign Language," "Learning to Use the Sign Language and the Manual Alphabet," and finally the main portion, "Sign Language." In this book, signs are classified into 25 categories. The format for presenting the various signs consists of simple word descriptions accompanied with synonyms and illustrations. Movements are indicated by broken line drawings and arrows. The author stresses the importance of studying the word descriptions in conjunction with the synonyms. Drawings depict the various signs and are supplemented by descriptions.

7. Smith, Jess M. *Workshop on Interpreting for the Deaf.* Muncie, Ind.: Ball State Teachers College Press, 1964.

This particular VRA workshop proved to be very fruitful. There have already been two followup workshops and a brand-new national professional organization has sprung up as a result of the endeavors of the participants, consultants, and planners at Muncie. This fact alone should suggest to interested persons that a brief review of the contents of the book can only begin to describe the valuable material to be found there.

Not content to rely entirely upon the experience of American interpreters, the planners of the workshop included two background papers by English writers and one by a Russian. While not all of their comments and suggestions are pertinent to interpreting in this country, the majority are and the inclusion of these three papers adds much to the value of the book. It is probable that they provided many helpful insights which assisted the workshop participants in their discussions. Other background material concerns interpreters in legal situations and a film test for interpreters. There is a list of films available for training in the language of signs, plus a very complete bibliography of books on the same subject.

Four keynote papers are also reprinted in full and, like the English and Russian papers, provide interesting personal glimpses at what it is like to be an interpreter. How the deaf themselves see interpreting and interpreters and the recruitment of interpreters are other good topics in this section.

Reports of the discussions themselves are, for the most part, presented in outline form with enough narrative so that the reader can easily follow the discussions. One topic (Training Materials) is reported almost entirely in narrative form with important points numbered for easy reference.

Other helpful materials include general guidelines for interpreters and an outline of the structure of a badly needed new organization that was born at the meeting—the Registry of Interpreters for the Deaf (R.I.D.).

8. Springer, C. J. *Talking With the Deaf.* Baton Rouge, La.: Redemptorist Fathers, 1961. (5354 Plank Road, Baton Rouge, La.)

This is an illustrated dictionary of the language of signs containing approximately one thousand terms. Each sign is briefly described verbally and clearly presented pictorially by one or two photographs, some of which have arrows indicating the movements involved in the execution of the sign.

The terminology presented in this text covers basic vocabularly with some emphasis on religious signs. The manual alphabet is presented, but discussion of numbers and counting is limited to digits one through twelve. The signs are presented in alphabetical order, in contrast to most books of this type, which group them by subject or by parts of speech. However, a valuable cross-index of signs that have more than one meaning in English is included.

It is felt that this book would be suitable text in a course on the language of signs, though it is less complete in the number and scope of its terms than are some other available books. The text would be of particular value for a person interested in religious interpreting for Catholic Church work and even work with other denominations, as the religious signs given can be used "regardless of religious affiliation" according to the author.

It is noted that this book is often confused with Father Higgens' text, "How to Talk to the Deaf". Actually, it is an updating of this earlier work and a much more appropriate book for today's student of the language of signs.

9. Stokoe, William C., Jr. *Sign Language Structure: An Outline of the Visual Communication Systems of the American Deaf,* Buffalo, N.Y.: University of Buffalo, 1960. (Studies in Linguistics, Occasional Papers 8.)

The monograph by Stokoe represents a different approach to the study and teaching of the language of signs. Stokoe has applied the principles of structural linguistics to the visual communication system of the language of signs. He has attempted to identify the minimal distinctive units of this language which correspond to the phonemes of spoken language.

For the purpose of this review, only the application of Stokoe's system to the teaching of the language of signs will be discussed. Stokoe has identified the minimal distinctive features of this language and classified them into three groups. These groups are: "tab," "dez," and "sig." A knowledge of the symbols within these groups will enable the beginning student of the language of signs to produce any sign.

The symbols grouped under the title of "tab" refer to the part of the body in which the sign is made, for example, at the forehead or the chest. Those symbols under "dez" refer to the configuration of the hands in making the sign. The symbols under the "sig" classification indicate the movement which should be made to produce the correct sign. A knowledge of the symbols in these three classifications—"tab," "dez," and "sig"—will enable the student of the language of signs to understand the area of the body in which the sign should be made, the configuration of the hands in making the signs, and the motion of the hands necessary to produce the sign.

10. Stokoe, William C., Jr., Dorothy C. Casterline, and Carl C. Croneberg. *Dictionary: American Sign Language.* Washington, D.C.: Gallaudet College Press, 1965.

The dictionary lists approximately 3,000 signs (morphemes) of the American Sign Language in symbolic notation and is as complete an inventory of the lexicon of the language as the state of linguistic analysis will allow. An entry for each sign gives information about its formation, its grammatical and syntactical features—illustrated by brief sign language phrases—an indication of its usage, whether standard, dialectal, formal, or other, and some of its approximate English equivalents. Introductory material explains, with photographic illustrations, the basic structure of signs and the system of symbols used for writing them in an assay on the language and its grammar.

11. Taylor, Lucile N. (Ed.). *Proceedings of the Registry of Interpreters for the Deaf: Workshop II.* Mimeographed. Write to editor, Wisconsin School for the Deaf, Delavan, Wis.

This book is an edited report of the second workshop held on interpreting for the deaf in Washington, D.C., in January 1965. It contains chapters on the training of interpreters, the implementation of a national Registry for Interpreters, the examination and certification of interpreters, a code of ethics for interpreters, a constitution for the Registry of Interpreters, and plans for future action of the Registry. Included also is a list of participants and a statement of action that has resulted from the workshop and from the Registry.

Most of the chapters, the one on training interpreters in particular, provide rather generalized guidelines and/or suggestions on the subject areas involved rather than a complete and detailed coverage of subject. The book provides valuable data on the Registry. However, it was not intended to be used directly in teaching beginning or advanced students of the language of signs and it would not be helpful for this purpose.

12. Watson, David O. *Talk With Your Hands.* Menasha, Wis.: George Banta Co., 1963. (Write to author, Route 1, Winneconne, Wis.)

A lively, conversational style of approach is used by David O. Watson, author and illustrator of *Talk With Your Hands*, a book on the American language of signs. The attractiveness of the format and the uniqueness of approach brought instant popularity to the book when it first appeared in 1964. Words, phrases, expressions, and sentences are cleverly executed in the language of signs with life-like illustrations of hand positionings that are supplemented by engaging comic-page figures that lend a realistic touch to the total presentation.

The dynamic appeal of Mr. Watson's illustrations is further heightened by the use of red lines and arrows to indicate the direction the hands are to take in forming a sign. The flash of red over black on an otherwise all-white background relieves the tediousness that often goes with deciphering directions. The many body positions that are used throughout the book also relieve tedium and give a warm human quality to the language of signs.

Mr. Watson offers sign symbols for approximately 1,700 words and terms. He has grouped them mainly under subject headings. All those parts of speech that are ordinarily needed for satisfactory presentation of a subject are included. These words are not identified as parts of speech. This is in keeping with the disregard the language of signs has for the grammatical rules that govern the use of spoken and written language. Mr. Watson does, however, show how the language of signs can be used syntactically. He does this by inserting finger spelled words where they are needed to form grammatically correct sentences.

In a number of instances, the index refers the reader to more than one page number. This is because of the multiple meanings of many words which are carried over into the language of signs in the form of multiple sign symbols. This particular feature of the book should be a great help to readers who are unaware of the opportunity and need for being selective in use of signs.

APPENDIX B. FILM REVIEWS

Several films on manual communication which are currently available were shown to the participants at the workshop on interpreting in Maine. Reviews were prepared for each film and are presented here in edited form.

1. "Episcopal Church Training Films"—8mm. Audio-Visual Library, The Episcopal Church Center, 815 Second Avenue, New York, N.Y.

The Conference of Church Workers Among the Deaf, working in cooperation with the National Council of the Episcopal Church, has produced 40 black and white Magi-Cartridge reels demonstrating the manual alphabet and the signs for 700 words. Each 8mm. reel has a running time of 4 minutes. A word is shown once and followed by two depictions of the sign at a pace slow enough to be followed by the student.

Thirty-four of the reels are devoted to basic vocabulary, and 6 show signs used in church services, as well as signs for denominational names and such words as *God, faith,* and *redemption.* One reel illustrates the Lord's Prayer. The projector used with these cartridges—which require no threading or rewinding—has a "stop-motion" button on top, which when pressed, will hold the frame steady for purposes of study. The cartridges will automatically repeat themselves unless stopped.

A handbook for students, "The Language of Signs," by Anne Davis an instructor at the Maryland School for the Deaf, has been prepared for use with these films. The signs are presented in the same order in both the reels and the handbook.

Signs used in these films are, for the most part, clear. They have good background and good basic positions. Different people are used to deliver the signs. A wide variety of subject matter is covered. Some of the signs, however, are incorrect and amateurish and do not always flow smoothly. The most distracting feature, one which could have been edited, is the return of both hands to an "at rest" or clasping position approximating "marriage" after most signs.

2. "Fingerspelling Films"—8 mm. The International Communications Foundation, 870 Monterey Pass Road, Monterey Park, Calif.

Fingerspelling Films is an instructional film series intended for the beginning student in fingerspelling. The series is presented in two sets: Set A: Fingerspelling for Dormitory Counselors, and Set B: Fingerspelling for Rehabilitation Counselors. Each set consists of six cartridges that contain 4½ minutes of silent, color film.

The series are presented on 8 mm. cartridge, a type of film that is readily useable with a Technicolor 800 Instant Movie Projector. The ease with which the films can be shown and the general excellence of the film presentation itself, combine to make *Fingerspelling Films* an important contribution to the training material that is available for instruction in basic skills in fingerspelling.

The instructional pattern that is used in both sets is a step-by-step procedure that leads the student through a sequence of experiences of increasing complexity. Instruction in the manual alphabet is offered first, followed by basic words and conversational type of sentences.

Outstanding features of the film are: (1) excellent photography, (2) clarity and naturalness of fingerspelling: (3) two exposures of certain finger spelled single letters with the second exposure being different from the first, this tends to reinforce learning; (4) skillful use of facial expression to show how it can add meaning to fingerspelled sentences, and (5) gradual increase of speed of delivery.

3. "Pre-Cana Counseling Film"—16 mm. Captioned Films for the Deaf, U.S. Office of Education, Department of Health, Education, and Welfare, Washington, D.C.

This film deals with premarriage counseling for Catholic persons. It is in the language of signs and fingerspelling and explains the concepts of the Catholic Church about marriage and its religious significance. This is done at a level that could be understood by most deaf young people.

The main use of this film would be to prepare Catholic couples for marriage and to train seminarians in the signs and modes of expression needed for precana counseling. The performers are priests who have a fair competency in the language of signs, but are not fluent.

4. "Say It With Hands"—Mr. Louie Fant, Gallaudet College, Washington, D.C.

This is a series of 46 reels based on the lesson plan in Mr. Fant's book, *Say It With Hands*. Color film is used throughout. It is an experimental series and is not for sale. No copies are available.

The use of color in training films seems to be preferable to black-and-white. At times, both side and front views of a fingerspelled letter were used, but this technique does not seem to have been used for the signs, and it might have been helpful. More than one signer was used, and the utilization of deaf persons as signers was especially noted.

Both literal translations and idiomatic sign language expressions were used. Perhaps the transition from one to the other could be made more gradual, however. The question mark was omitted at the end of interrogative forms. The sign made with both hands forming zeros was used alone for "no-one." Usually, a second sign is used in this case, as the double-zero sign alone is most often interpreted as "none."

Technical flaws were evident; however, this is understandable in a low-budget experimental film.

5. "Sign Language, The"—Captioned Films for the Deaf, U.S. Office of Education, Department of Health, Education, and Welfare, Washington, D.C.

A story about Thomas H. Gallaudet and a basic vocabulary drill are presented in this experimental film. The language of signs and fingerspelling are used throughout. The section on Gallaudet's life would be usable as a test or practice lesson for advanced students in manual communication. The vocabulary part gives some basic signs and their English equivalents. This film is clearly experimental and introduces some interesting techniques, but is not a technically polished production.

6. "Teaching the Manual Alphabet"—8mm. Dr. Harry Bornstein, Office of Institutional Research, Gallaudet College, Washington, D.C.

This is a series of 17 filmed lessons in fingerspelling including two tests. The films are in color and require a variable-speed 8-mm. projector and a knowledge of how to operate it. The first two lessons introduce the manual alphabet, with individual letters presented in random order. The hand is moved from side to side to show the alinement of the fingers. In these and all subsequent lessons, a pause follows presentation of each fingerspelled letter, word or sentence during which students viewing the films may write down or recite what was shown. A printed slide giving the meaning then appears.

The next 15 lessons provide practice in reading fingerspelled words and sentences at gradually increasing speeds. Several techniques were employed to give the students practice in adapting what he learns to real situations. The research staff who made the films used a variety of hands in them: students', deaf children's, staff members' hands with long fingers, short fingers, slender fingers, stubby fingers—and good fingerspellers as well as mediocre. Because, in actuality, one views a person from different positions, the staff filmed the lessons from several different angles.

APPENDIX C. REFERENCES

The only references listed here are those referred to in the body of the text.

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